

# Life Skills Grade 1

**By:**

Siyavula Uploaders



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**By:**

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**Online:**

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**C O N N E X I O N S**

Rice University, Houston, Texas

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# Chapter 1

## Term 1

### 1.1 ME<sup>1</sup>

#### 1.1.1 LIFE SKILLS

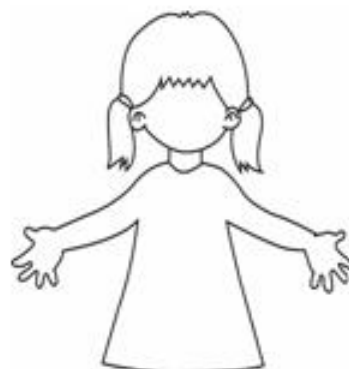
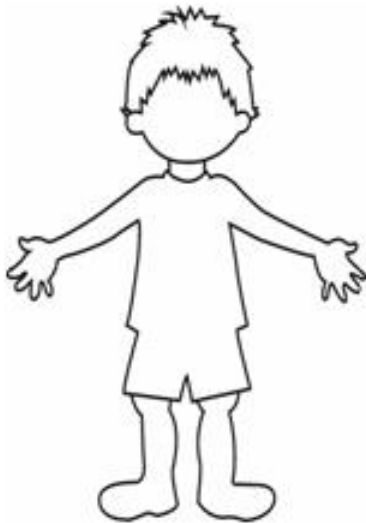
#### 1.1.2 Grade 1

#### 1.1.3 ALL ABOUT ME

#### 1.1.4 Module 1

#### 1.1.5 ME

---





### 1.1.6 This is what I look like!

---

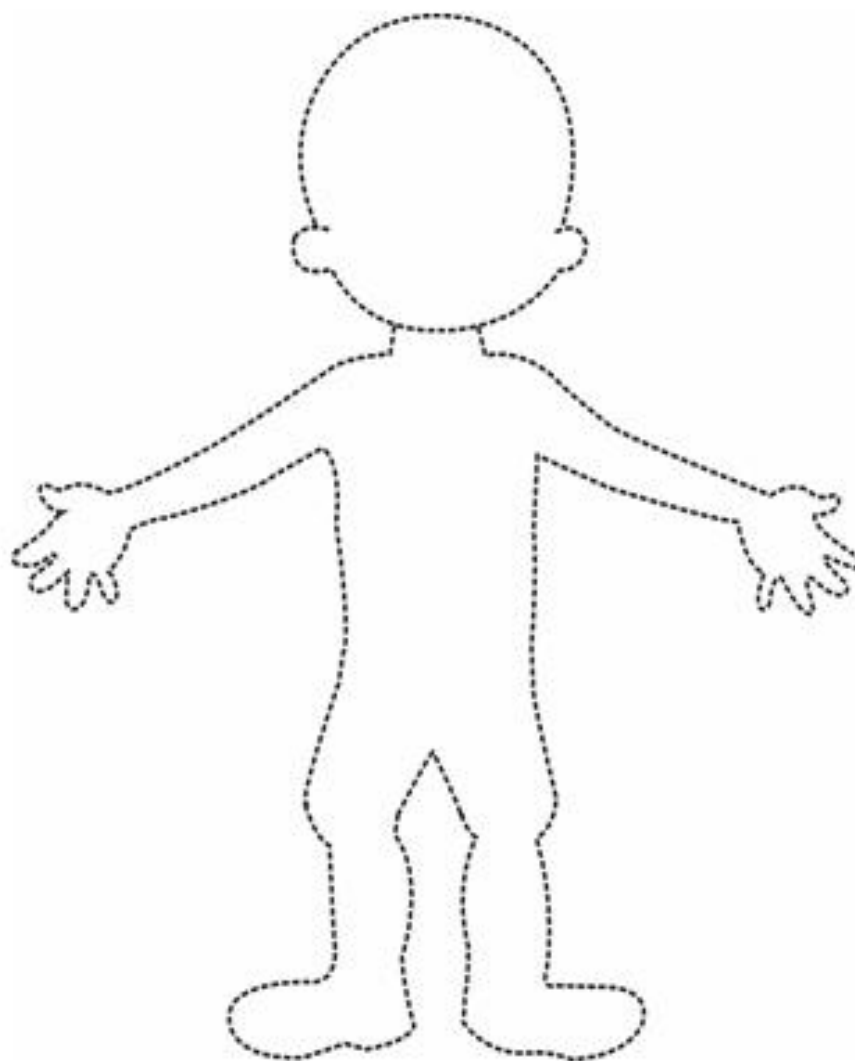


Figure 1.2

---

### 1.1.7 You must look after your wonderful body!

Think of three different things you must do to take care of your body. Draw a picture for each.

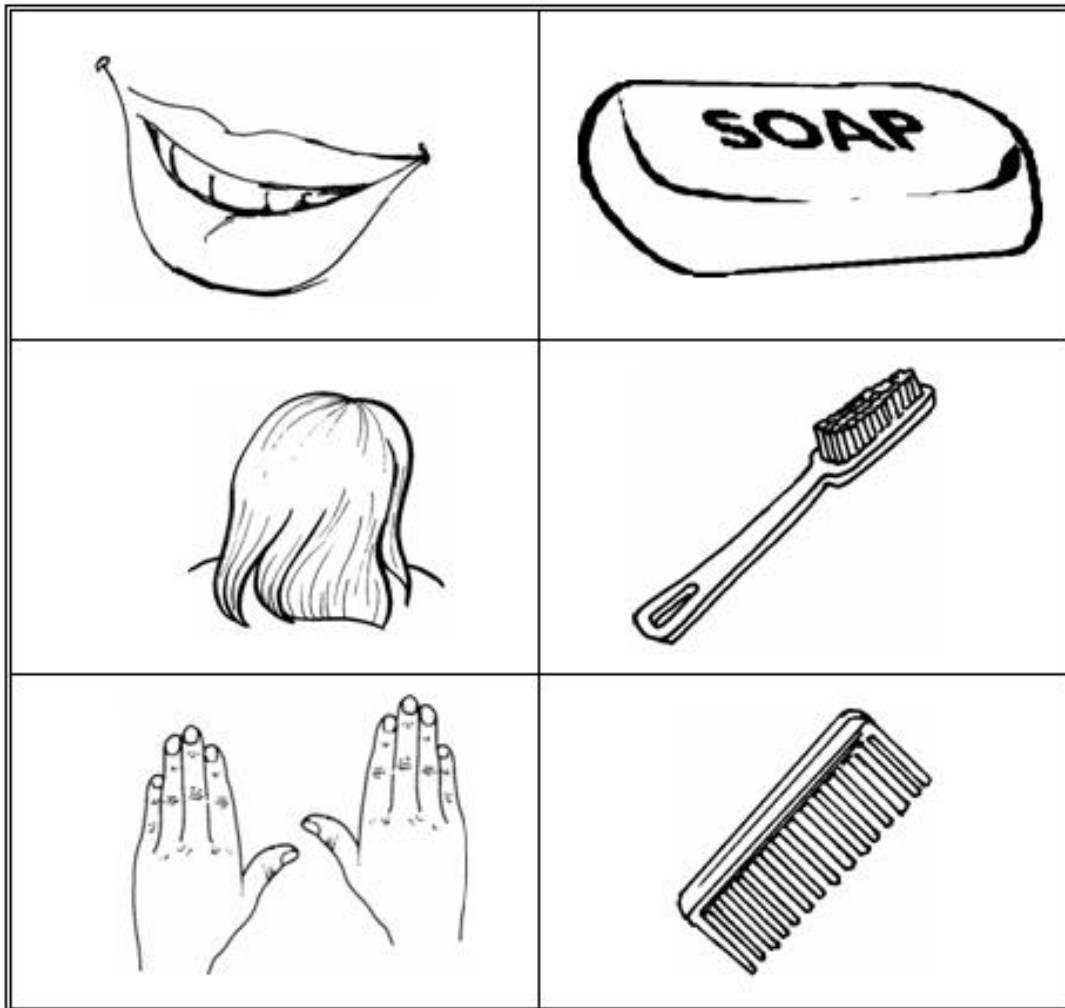


Figure 1.3

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## All about me

My name is \_\_\_\_\_

I know my address.

I know my telephone number.

I am \_\_\_ years old.

I am a



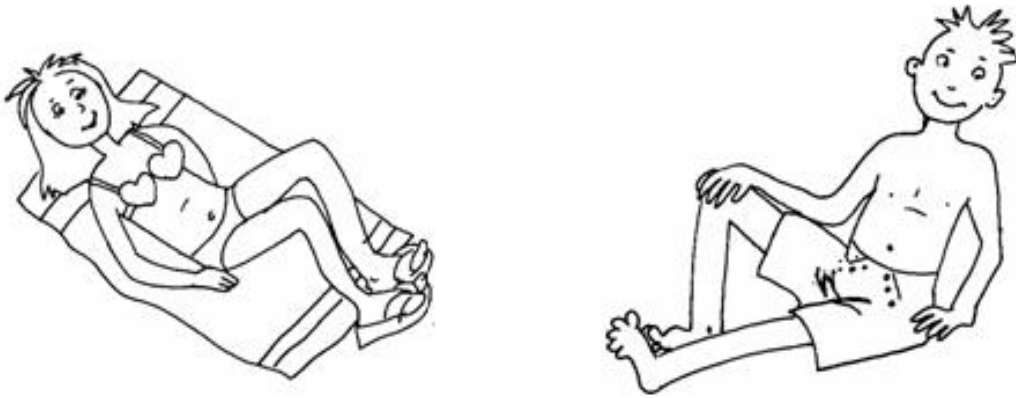
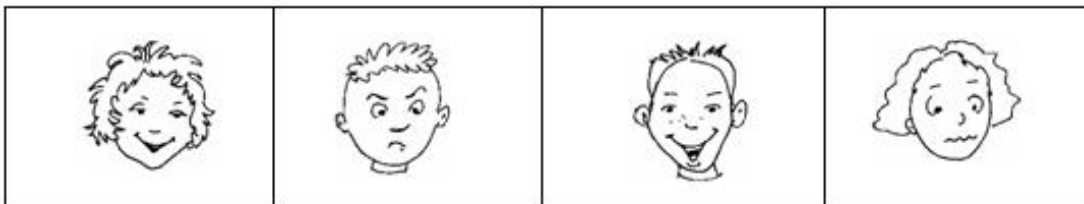
boy



girl

Figure 1.4

---

**1.1.8 Colour the parts of our bodies that are private.****Figure 1.5****1.1.9 I will tell ..... if someone touches me where they shouldn't.****Figure 1.6**

1.1.10 I can say “I have to go home now” if someone tries to touch me in a way they shouldn’t.

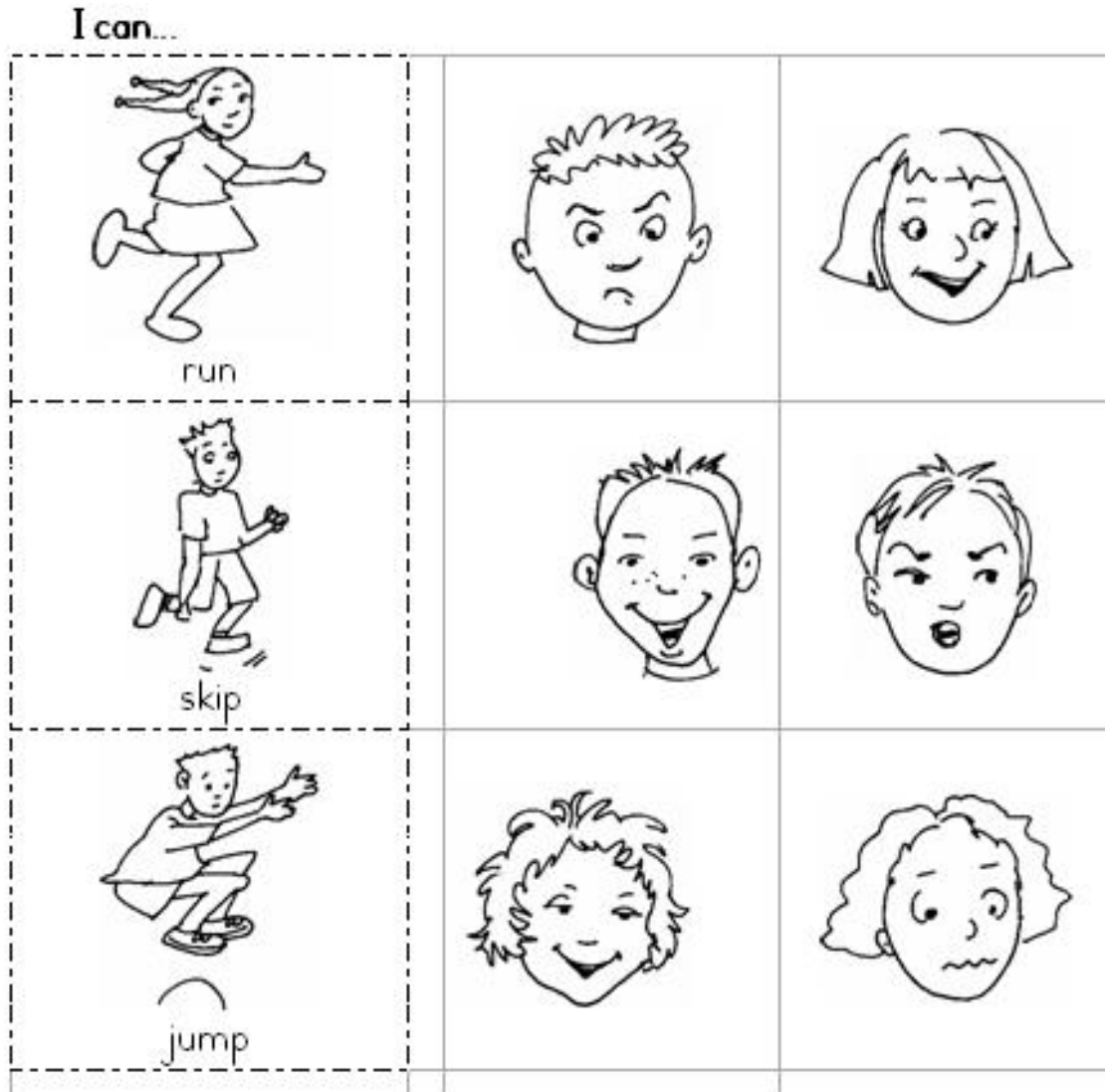


Figure 1.7

I can...

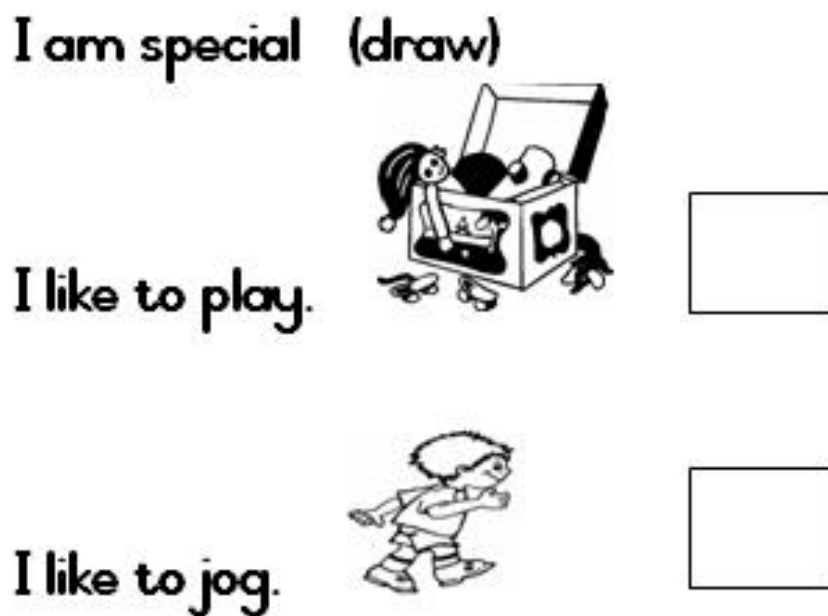


Figure 1.8

### 1.1.11 Assessment

|   |
|---|
| Learning Outcomes(LO's)   |
| LIFE ORIENTATIONLO 1  |
| <b>HEALTH PROMOTION</b> The learner is able to make informed decisions about personal, community and environmental health.  |
| Assessment Standards(ASs)   |
| We know this when the learner:  |
| 1.5 recognises situations that may be, or may lead to, sexual abuse, and names a person to whom this can be reported.   |
| LO 3  |
| <b>PERSONAL DEVELOPMENT</b> The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world. |
| <i>continued on next page</i>   |

|   |
|---|
| Assessment Standards(ASs)   |
| We know this when the learner:  |
| 3.1 states personal details;3.2 describes own body in a positive way;   |
| ARTS AND CULTURELO 1  |
| <b>CREATING, INTERPRETING AND PRESENTING</b> The learner will be able to create, interpret and present work in each of the art forms.   |
| Assessment Standards(ASs)   |
| We know this when the learner:  |
| <ul style="list-style-type: none"> <li>• <b>(dance)</b> – builds own movement vocabulary, using locomotor movements such as walking, running, leaping and galloping;</li> </ul> |
| GEOGRAPHYLO 1   |
| <b>GEOGRAPHICAL ENQUIRY</b> The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.                                |
| We know this when the learner:  |
| 1.1 indicates direction and position of objects in relation to self (e.g. left, right, in front, behind).   |

Table 1.1

### 1.1.12 Memorandum

The following unit is based on “Me”. It deals with everything involving the learner.

Learners must realise that we differ from one another, that each of us is special and that everybody has his or her own talents. Each learner discovers his own unique talents and must acquire sufficient self-confidence. They should also realise that nobody is perfect.

My body

- Use either a large picture or a learner to teach them the different parts of their bodies.. Play “Simon says”, so that they learn through play. Let them draw a picture of themselves. Discuss only the basic parts, e.g. head, arms, legs, etc., but don’t forget to talk about eyebrows and fingernails later on.
- Let them make a jigsaw puzzle by cutting a picture of a person from an old magazine and pasting it on to cardboard. They must then cut it into pieces and put the pieces together again. (Let them work in groups and allow them to exchange the jigsaw puzzles with the other groups).
- Each learner must be able to identify him/herself by knowing his/her name, age, gender, address and telephone number. Complete the task sheet.
- Let them colour in those body parts that are private (work sheet). Every learner must mention the names of at least three persons in whom they have confidence and whom they can tell should anybody touch them indecently.
- The educator must write down one or more of these names on the appropriate line on the work sheet. Make sure that they know their rights.
- Teach them what to say when someone has touched them indecently, e.g. “I must go home now.” They must indicate that they know what to do should it happen to them, by circling the smiling faces.
- Divide the class into two groups en let the each group sit in a circle.
- Tell them that each of them has something special — talent.
- Play a ball game. The learner who holds the ball, must tell the others something special about him/herself. Start with one learner, who then passes the ball to someone else.

- Only the learner who holds the ball may speak — the others must listen.
- Discuss the uses of our arms, legs, hands and feet. After having discussed the work sheet, take them outside for the next activity. Allow them to do interesting movements of their own choice. Let them take turns to “show off” a bit and let the others try to imitate.
- Each learner needs an object (ball/book/pencil). They must listen to their assignments, e.g. Place the ball on your right/left/behind you, etc. (Geog. 1.1)

## 1.2 MY FAMILY<sup>2</sup>

### 1.2.1 LIFE SKILLS

#### 1.2.2 Grade 1

#### 1.2.3 ALL ABOUT ME

#### 1.2.4 Module 1

#### 1.2.5 MY FAMILY



Figure 1.9

---

### 1.2.6 We get different kinds of families

- Some people have one big family.



Figure 1.10

---

- Some people have a small family.

---

<sup>2</sup>This content is available online at <<http://cnx.org/content/m26712/1.2/>>.





Figure 1.11

---

☺ Some have two moms.



☺ Some have two dads.



Figure 1.12

---

### 1.2.7

### 1.2.8 My family

Draw your family:

This is my family!

### 1.2.9 My family

- Tell your friends the names of your father, mother, brothers and sisters.

|                    | Yes | No |
|--------------------|-----|----|
| I have 1 family.   |     |    |
|                    |     |    |
| I have 2 families. |     |    |

Table 1.2

- How do you feel when at home? Colour the face which shows how you feel when you are at home.



Figure 1.13

---

### 1.2.10 Connect the squares that match.

- Discuss the pictures.



Figure 1.14

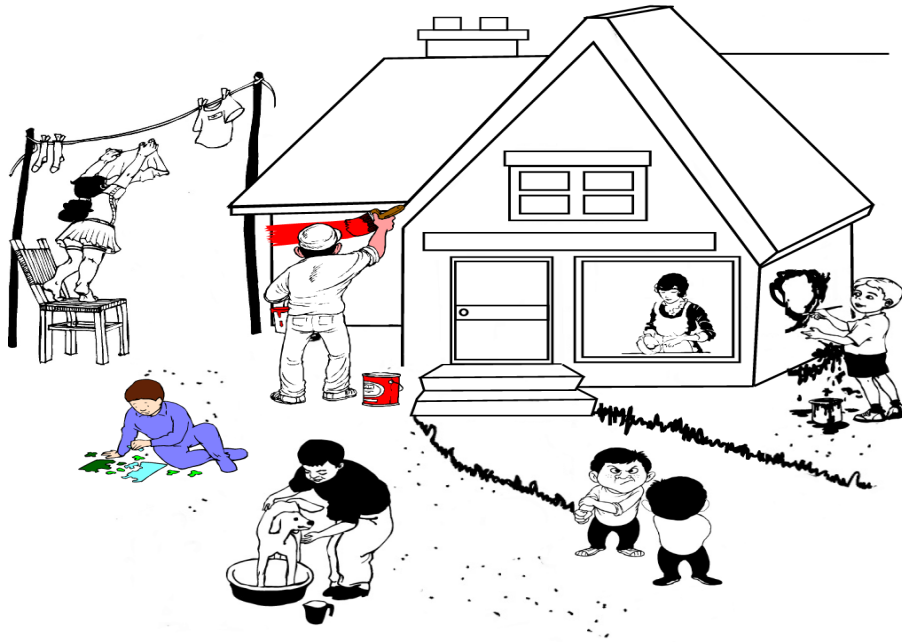
**1.2.11 Discuss the picture:**

Figure 1.15

### 1.2.12 Who does what in the house? Discuss in your group.



Figure 1.16

### 1.2.13 Assessment

|  |
|--|
| Learning Outcomes(LO's)  |
| LIFE ORIENTATIONLO 2   |
| <b>SOCIAL DEVELOPMENT</b> The learner will be able to demonstrate an understanding of and responds to constitutional rights and social responsibilities, and to show an understanding of diverse cultures and religions. |
| Assessment Standards(ASs)  |
| We know this when the learner:   |
| 2.3 explains relationships with members of the family, extended family, school and broader community.  |
| <i>continued on next page</i>  |

|  |
|--|
| HISTORYLO 2  |
| <b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b> The learner will be able to demonstrate historical knowledge and understanding.  |
| Assessment Standards(ASs)  |
| We know this when the learner:   |
| 2.1 discusses own and other people's experiences in the past and present;  |
| EMSLO 2  |
| <b>SUSTAINABLE GROWTH AND DEVELOPMENT</b> The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.  |
| Assessment Standards(ASs)  |
| We know this when the learner:   |
| 2.2 displays teamwork skills in undertaking tasks at school.   |
| ARTS AND CULTURELO 1   |
| <b>CREATING, INTERPRETING AND PRESENTING</b> The learner will be able to create, interpret and present work in each of the art forms.  |
| Assessment Standards(ASs)  |
| We know this when the learner:   |
| 1.3 ( <b>drama</b> ) – participates in simple dialogue and action sequences based on familiar experiences in own family or community;1.9 ( <b>visual arts</b> ) – engages in creative art processes by using the senses and emotions to explore design elements, with emphasis mainly on primary colours and line;1.10 ( <b>visual arts</b> ) – discovers simple geometric shapes such as lines and squares. |
| LO 2   |
| <b>REFLECTING</b> The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.  |
| Assessment Standards(ASs)  |
| We know this when the learner:   |
| 2.6 ( <b>visual arts</b> ) – explains what is being conveyed in own art and what the learner thinks is conveyed in others' artworks;2.7( <b>composite</b> ) – interprets words, poems, stories and ideas through play, fantasy and the imagination.  |
| <i>continued on next page</i>  |

|   |
|---|
| LO 3  |
| <b>PARTICIPATING AND COLLABORATING</b> The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities. |
| Assessment Standards(ASs)   |
| We know this when the learner:  |
| 3.7 ( <b>composite</b> ) – makes decisions and choices, and follows instructions in art activities.   |

Table 1.3

### 1.2.14 Memorandum

- Learners tell the class about something that happened when they were still very young. Ask them to interview a parent or grandparent. Let them tell the class about their experiences (Hist. 2.1). Encourage them to bring from home something which was used by Grandpa/Grandma very long ago (Hist. 3.3).
- Divide the class into groups. Each group has to choose and dramatise one of the stories told by their grandparents (A & C 1.3; 2.7).
- Each learner paints a picture of him/herself. Use a variety of materials for the clothes, hair and eyes (e.g. cloth, grass, magazines, etc. Draw a decorated frame round the picture, using different forms and colours. Let them show and explain it to the rest of the class (A & C 1.9; 1.10; 2.6; 3.7).
- Each learner brings a photograph of their family to school. Show it to the class and compare the ages and the family members. Make them aware of words (vocabulary) like old, young, middle-aged, etc. See work sheet (Hist. 2.2).
- Discussing the pictures: A family busy with their daily activities. Discuss ways in which to demonstrate to your family that you care for them. Also discuss what type of behaviour hurts others. First discuss the terms 'negative' and 'positive' with them and then ask them to say what they experience as negative and as positive. Colour the work sheet.







## Chapter 2

## Term 2

### 2.1 MY FIRST DAY AT SCHOOL<sup>1</sup>

#### 2.1.1 LIFE SKILLS

#### 2.1.2 Grade 1

#### 2.1.3 AT SCHOOL

#### 2.1.4 Module 2

#### 2.1.5 MY FIRST DAY AT SCHOOL

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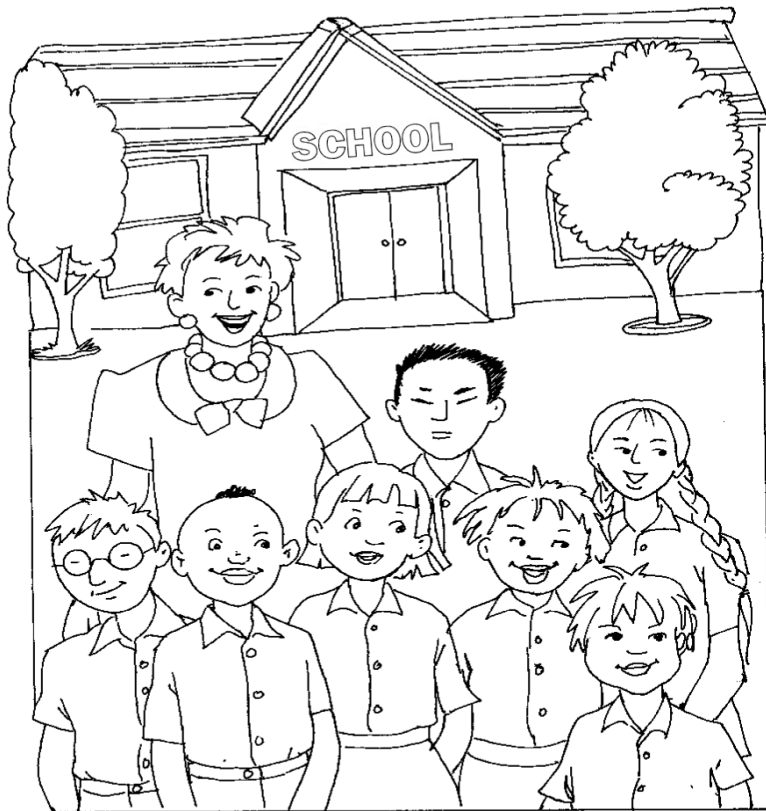


Figure 2.1

---



**2.1.6 First day of school**

**2.1.7** How do you feel today? Colour the picture that best suits how you are feeling.

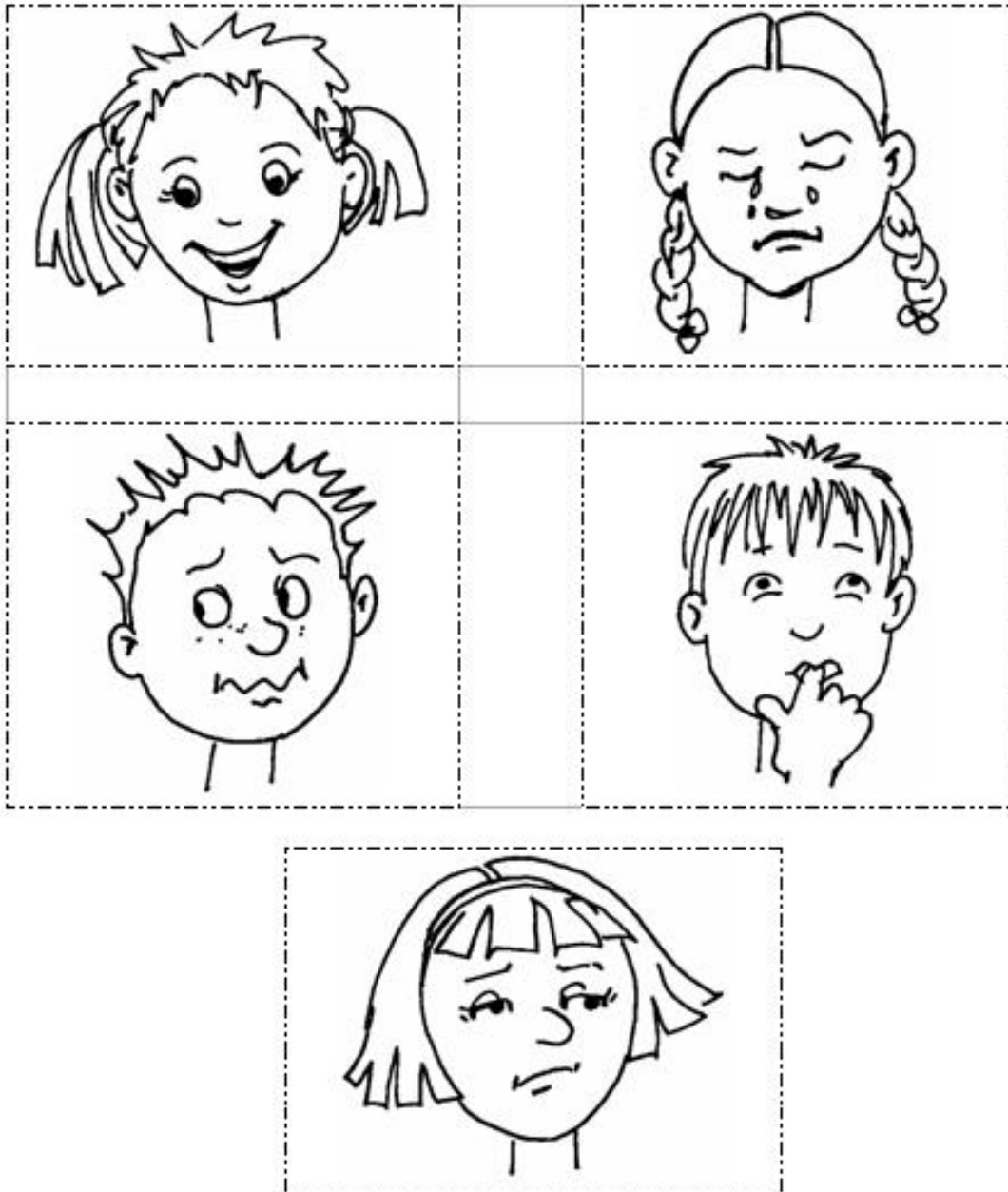


Figure 2.2

---

2.1.8 Draw yourself on your first day of school in your classroom. Show how you feel about school, your friends and your teacher.

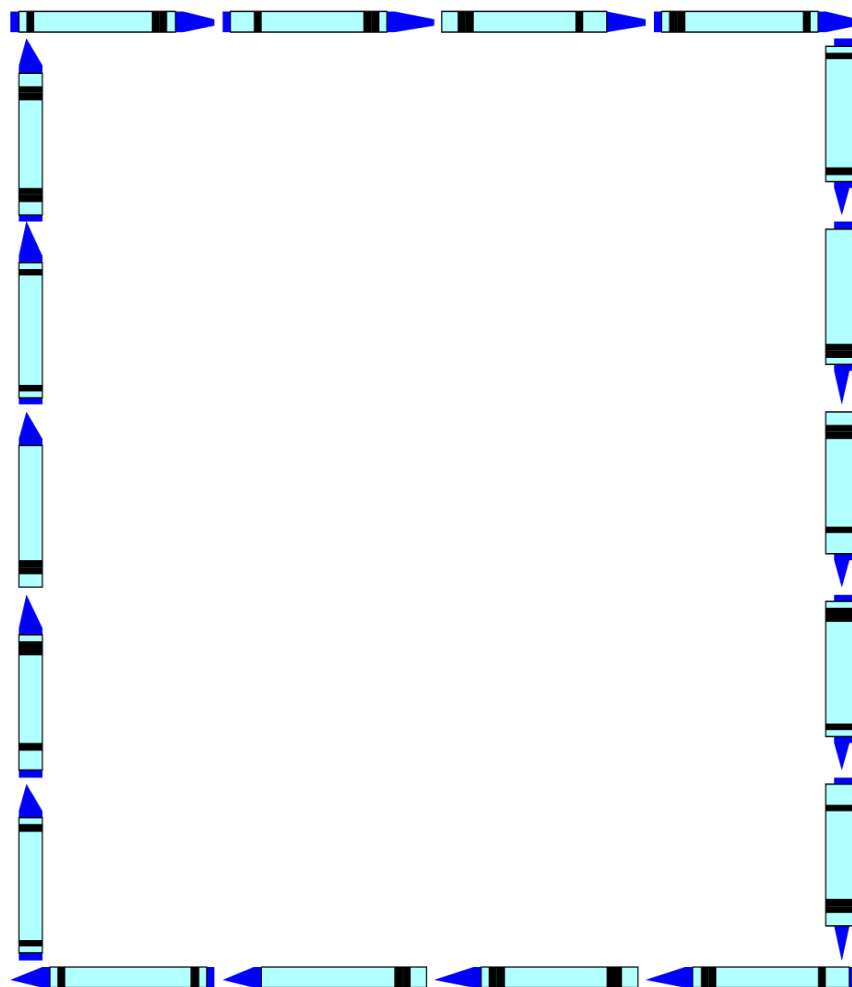


Figure 2.3

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Design your own photo-frame

### 2.1.9 Colour all the products you are going to use when making your frame.

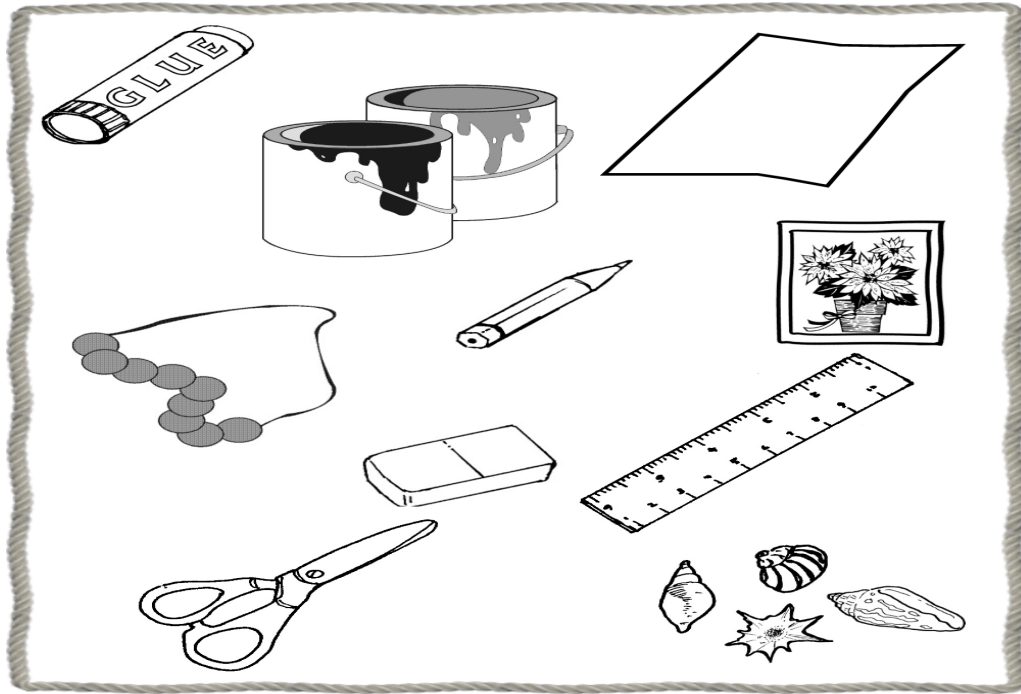


Figure 2.4

### 2.1.10 My photo-frame

- Colour the faces to show how you feel about your photo-frame.




|                                      |   |   |
|--------------------------------------|---|---|
| 😊 my frame is usable                 |  |  |
| 😊 my frame is neat                   |  |  |
| 😊 I would like to offer it as a gift |  |  |
| 😊 it was easy to make                |  |  |
| 😊 I enjoyed it very much             |  |  |

Figure 2.5

2.1.11 Look at the pictures. What would you like to help your teacher with? (Tick off the pictures). Choose any five.










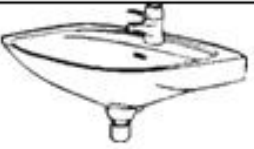
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|  | <input type="checkbox"/> |  | <input type="checkbox"/> |

Figure 2.6

### 2.1.12 Assessment



|   |
|---|
| Learning Outcomes   |
| LIFE ORIENTATION  |
| LO 3  |
| <b>PERSONAL DEVELOPMENT</b> The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.   |
| Assessment Standards(Ass)   |
| We know this when the learner:  |
| 3.3 shows and identifies different emotions, including respect for living things;   |
| EMSLO 2   |
| <b>SUSTAINABLE GROWTH AND DEVELOPMENT</b> The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.   |
| We know this when the learner:  |
| 2.1 describes tasks and responsibilities at school and why they need to be done (Teacher's notes).  |
| TECHNOLOGYLO 1  |
| <b>TECHNOLOGICAL PROCESSES AND SKILLS</b> The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.  |
| We know this when the learner:  |
| 1.1 ( <b>investigates</b> ) - investigates why products are made of particular materials (Teacher's notes);1.2 ( <b>designs</b> ) – chooses suitable material or substances to make simple products to satisfy a given need;1.3 ( <b>makes</b> ) – makes simple products from different materials;1.4 ( <b>evaluate</b> ) – expresses and explains own feelings about the product made. |

Table 2.1

### 2.1.13 Memorandum

Learners should get the opportunity to express their feelings about going to school. Some of them might be familiar with a school environment, and others not.

- Discuss their different emotions and help them to identify these.
- Repeat the discussion after two weeks. This will enable you to determine whether they feel secure and more at ease. Ask questions like “why?”. How does it enable them to cope with an unfamiliar situation? Are they aware of other similar situations?

To some learners, school may be a whole new experience. Others may be more familiar to the school environment, because of pre-school. Whatever the case may be, learners must get used to and manage the changed environment of class and school. They should, for example, take part in class activities, should be able to sit still for a given time and await their turn.

Divide the class into groups of +/- five learners. Each group must think of three important things they can do in class each day to help keep the classroom clean and tidy. With the help of the class, the teacher now writes down the five most important class duties. The learners must take turns to fulfil these duties. (The teacher can draw up a duty list.) Have a class discussion about other people who have tasks and responsibilities at school (for example, the cleaners, the headmaster, the teachers or the prefects.) What

will happen if they don't fulfil these duties? Emphasise the responsibility that each child has in class too, for example, clean up where they have worked (EMS 2.1).

The learners must design their own photo-frame. This can be used on their table in class or at home. Revise the technological process that was explained in module 1. Discuss the different materials they can use. The learners must design, make and evaluate the organiser. (Tech 1.1 - 1.4).

## 2.2 I AM PROUD OF MY SCHOOL<sup>2</sup>

### 2.2.1 LIFE SKILLS

#### 2.2.2 Grade 1

#### 2.2.3 AT SCHOOL

#### 2.2.4 Module 2

#### 2.2.5 MY FIRST DAY AT SCHOOL

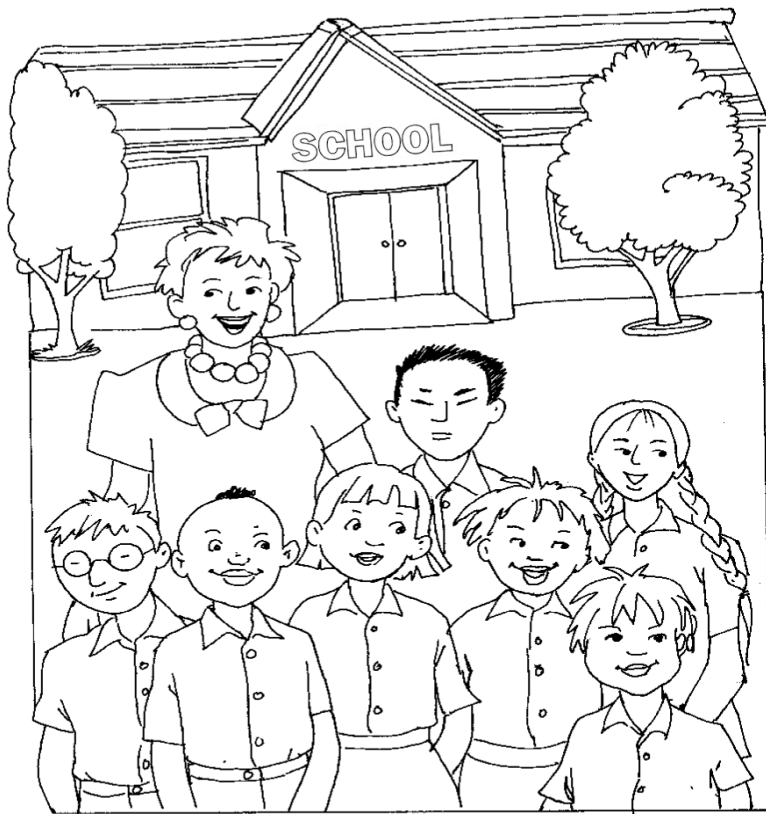


Figure 2.7

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<sup>2</sup>This content is available online at <<http://cnx.org/content/m26731/1.2/>>.



**2.2.6 First day of school**

**2.2.7** How do you feel today? Colour the picture that best suits how you are feeling.

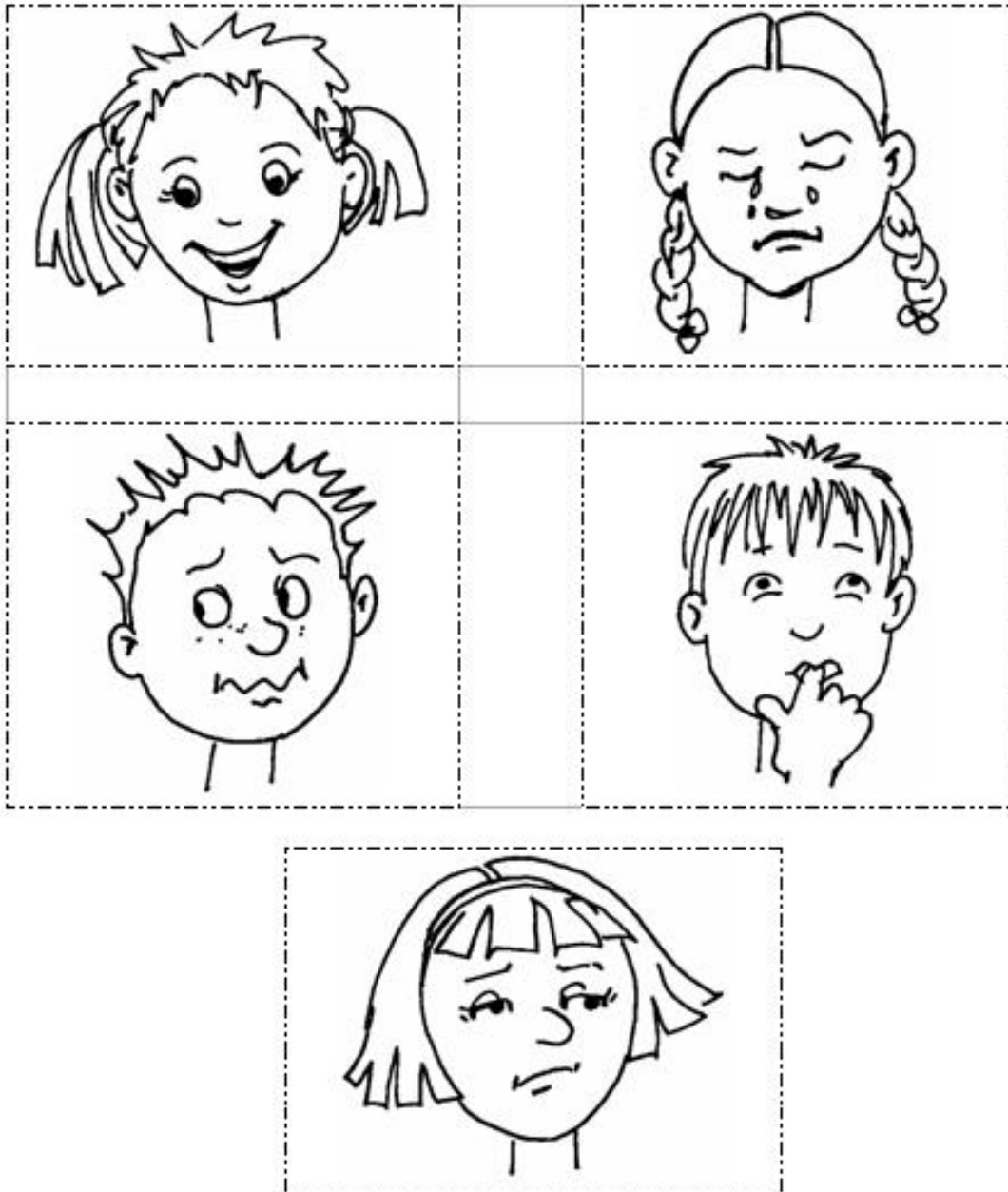
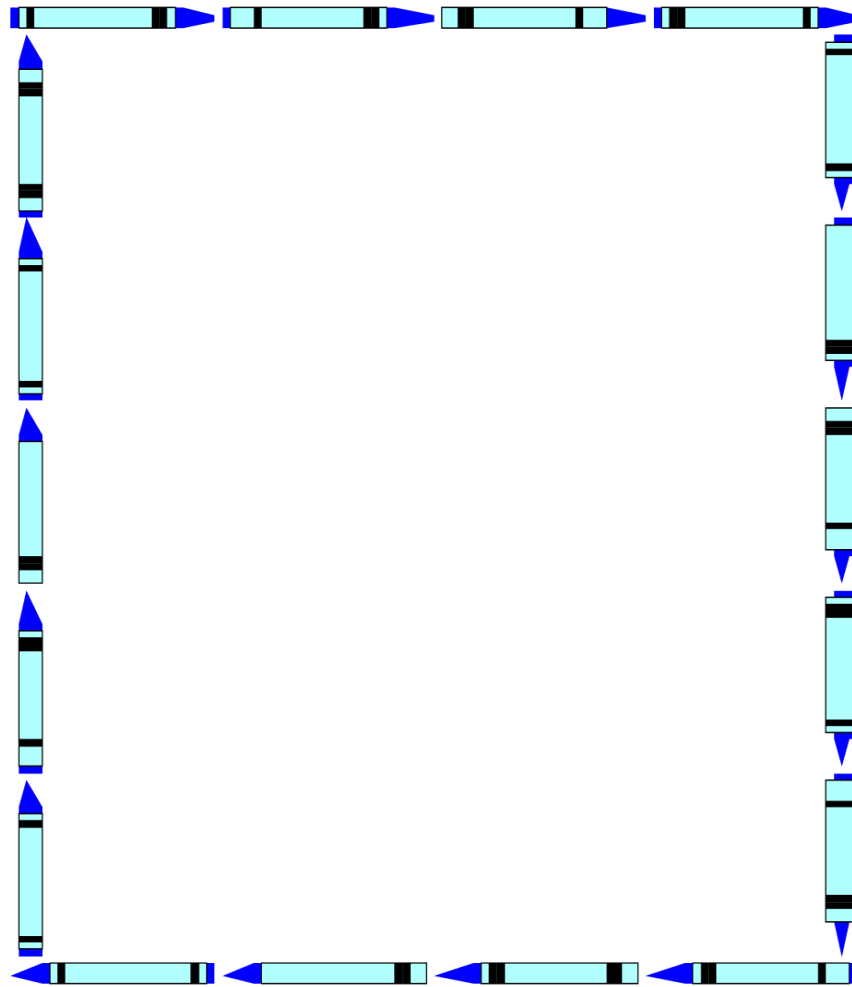


Figure 2.8

---

**2.2.8 Draw yourself on your first day of school in your classroom. Show how you feel about school, your friends and your teacher.**



**Figure 2.9**

---

Design your own photo-frame

### 2.2.9 Colour all the products you are going to use when making your frame.

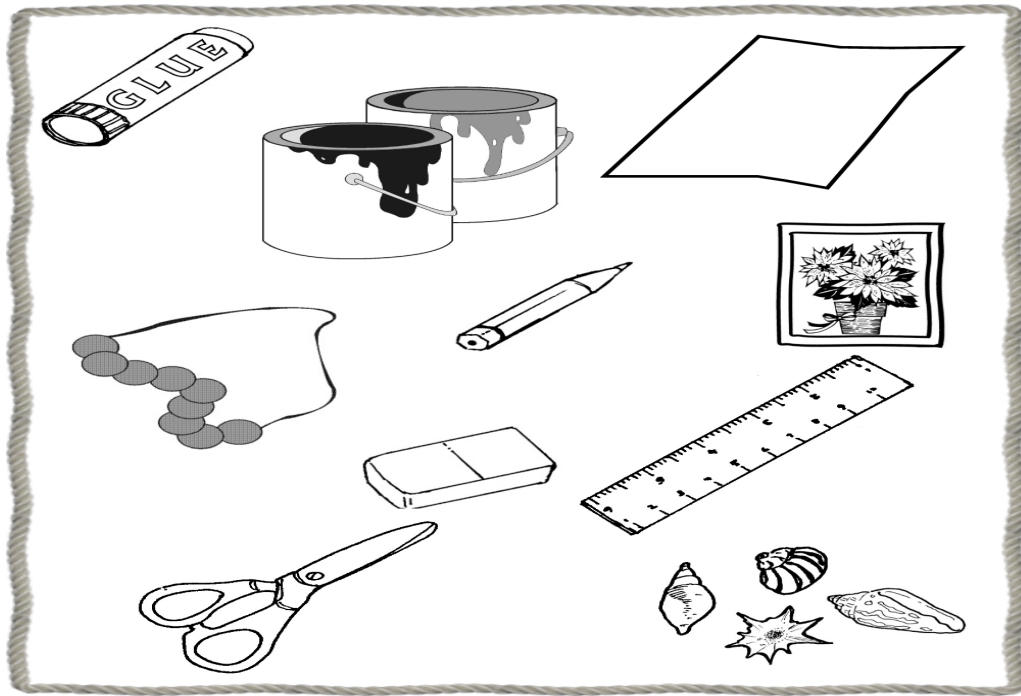


Figure 2.10

### 2.2.10 My photo-frame

- Colour the faces to show how you feel about your photo-frame.

|                                      |   |   |
|--------------------------------------|---|---|
| 😊 my frame is usable                 |  |  |
| 😊 my frame is neat                   |  |  |
| 😊 I would like to offer it as a gift |  |  |
| 😊 it was easy to make                |  |  |
| 😊 I enjoyed it very much             |  |  |

Figure 2.11

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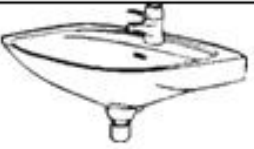
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|  | <input type="checkbox"/> |  | <input type="checkbox"/> |

Figure 2.12

### 2.2.12 Assessment



|   |
|---|
| Learning Outcomes   |
| LIFE ORIENTATION  |
| LO 3  |
| <b>PERSONAL DEVELOPMENT</b> The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.   |
| Assessment Standards(Ass)   |
| We know this when the learner:  |
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| 2.1 describes tasks and responsibilities at school and why they need to be done (Teacher's notes).  |
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| <b>TECHNOLOGICAL PROCESSES AND SKILLS</b> The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.  |
| We know this when the learner:  |
| 1.1 ( <b>investigates</b> ) - investigates why products are made of particular materials (Teacher's notes);1.2 ( <b>designs</b> ) – chooses suitable material or substances to make simple products to satisfy a given need;1.3 ( <b>makes</b> ) – makes simple products from different materials;1.4 ( <b>evaluate</b> ) – expresses and explains own feelings about the product made. |

Table 2.2

### 2.2.13 Memorandum

Learners should get the opportunity to express their feelings about going to school. Some of them might be familiar with a school environment, and others not.

- Discuss their different emotions and help them to identify these.
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The learners must design their own photo-frame. This can be used on their table in class or at home. Revise the technological process that was explained in module 1. Discuss the different materials they can use. The learners must design, make and evaluate the organiser. (Tech 1.1 - 1.4).

## 2.3 WOLF WOLF<sup>3</sup>

### 2.3.1 LIFE SKILLS

#### 2.3.2 Grade 1

#### 2.3.3 STORY TIME

#### 2.3.4 Module 3

#### 2.3.5 WOLF WOLF



Figure 2.13

---

<sup>3</sup>This content is available online at <<http://cnx.org/content/m27017/1.1/>>.



Figure 2.14

---

Which way should Little Riding Hood go?

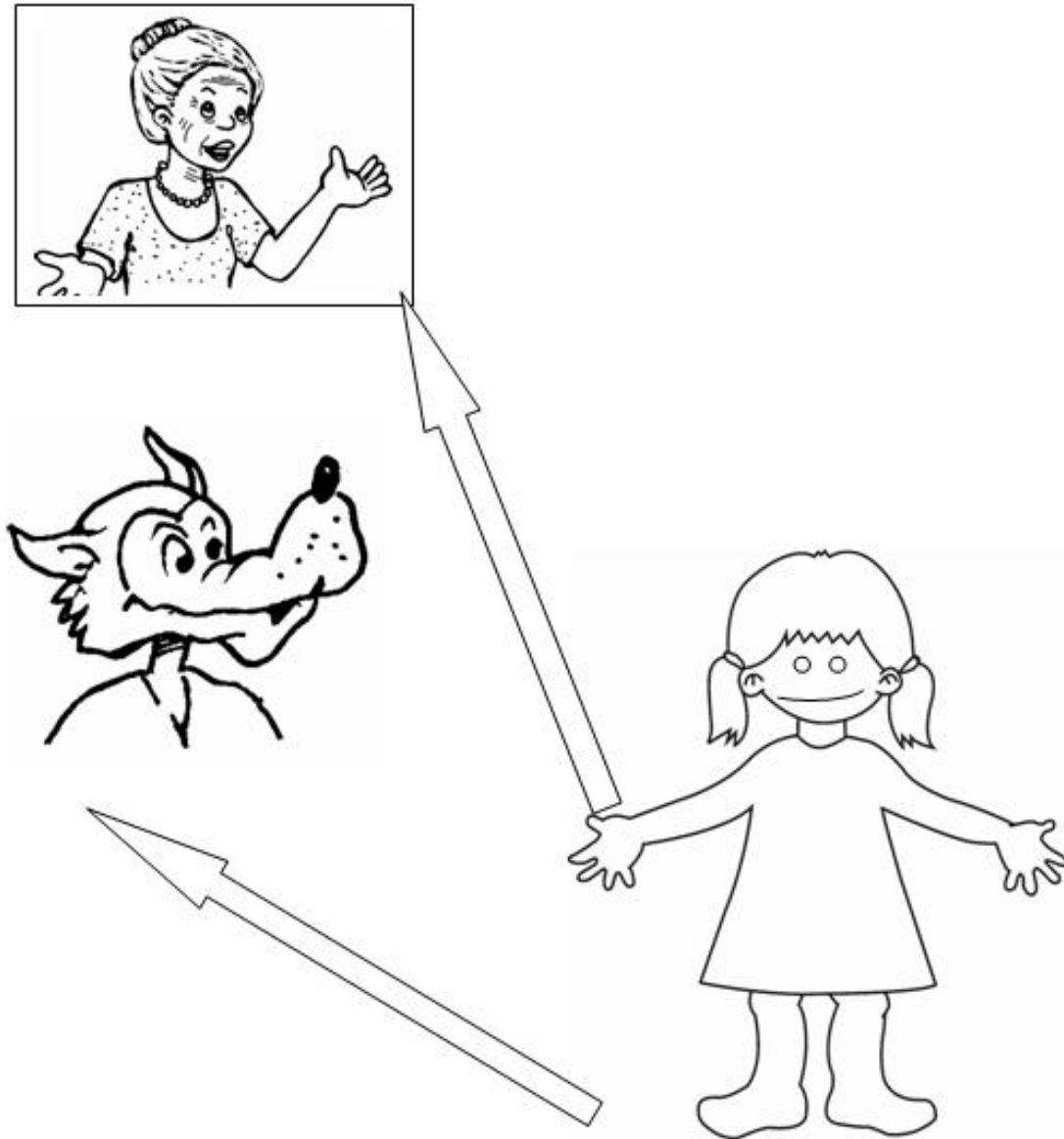


Figure 2.15

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### 2.3.6

#### 2.3.7 Stories, stories and more stories!

Many well-known traditional stories were first told to teach children a special lesson. Your educator will tell you the story of Red Riding Hood. Try to see what the lesson in this story is, then do the following worksheet by cutting out the pictures and pasting them in the appropriate blocks on the next page. Your educator will help you.



Figure 2.16

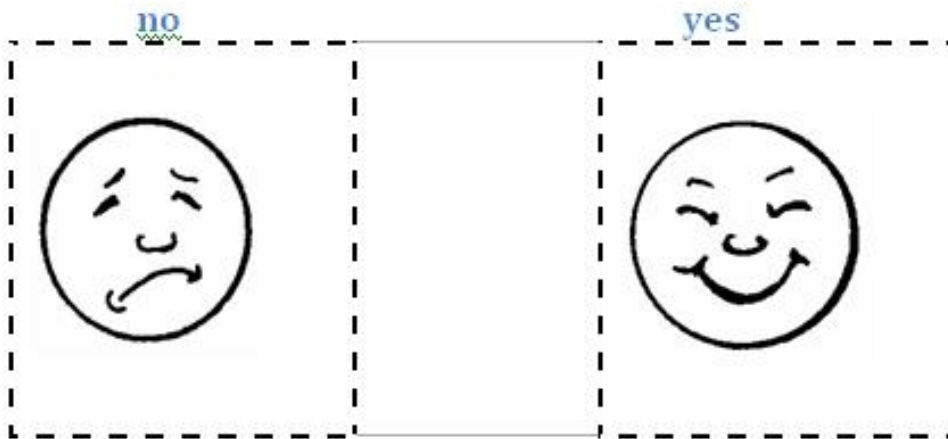


Figure 2.17

**2.3.8 Little Red Riding Hood wants to take her Granny a healthy sandwich.**

**2.3.9 Let's make a sandwich!**

We are now going to make a very interesting sandwich, using healthy food. Can you lay out a face with some of the items in the picture? What are you going to need? Circle all the items you are going to use. (Add more pictures if necessary).

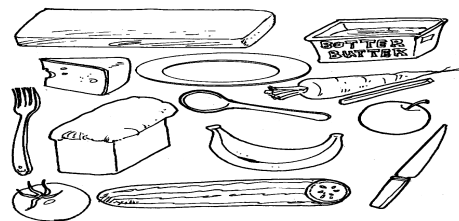


Figure 2.18

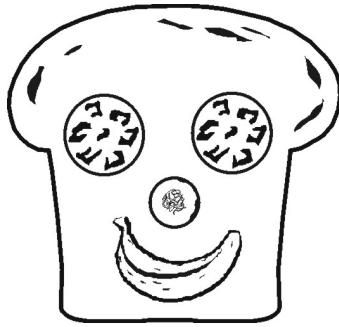


Figure 2.19

### 2.3.10 That is what my sandwich looks like!



Figure 2.20



Figure 2.21

---







|                              |     |  |    |   |
|------------------------------|-----|--|----|---|
| ☺ I made the sandwich myself | Yes |  | No |  |
| ☺ I used health foods        | Yes |  | No |  |
| ☺ My sandwich is delicious   | Yes |  | No |  |

Figure 2.22

### 2.3.11 Assessment

|   |
|---|
| Learning Outcomes(LO's)   |
| LIFE ORIENTATIONLO 1  |
| <b>HEALTH PROMOTION</b> The learner will be able to make informed decisions regarding personal, community and environmental health.   |
| We know this when the learner:  |
| 1.4 identifies dangers and appropriate precautions on the route to school.  |
| LO 2  |
| <b>SOCIAL DEVELOPMENT</b> The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions. |
| We know this when the learner:  |
| 2.4 sequences pictures of stories with a moral value from a range of South African cultures, including own culture.   |
| <i>continued on next page</i>   |



|   |
|---|
| <b>HISTORYLO 3</b>  |
| <b>HISTORICAL INTERPRETATION</b> The learner will be able to interpret aspects of history.  |
| We know this when the learner:  |
| 3.1 responds to stories about the past (e.g. listens to stories about the past and makes comments).   |
| <b>ARTS AND CULTURELO 1</b>   |
| <b>CREATING, INTERPRETING AND PRESENTING</b> The learner will be able to create, interpret and present work in each of the art forms.   |
| We know this when the learner:  |
| 1.4 ( <b>Drama</b> ) – responds through drama to stimuli in games and stories, including making up endings to stories presented by the teacher;   |
| <b>TECHNOLOGYLO 1</b>   |
| <b>TECHNOLOGICAL PROCESSES AND SKILLS</b> The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.  |
| We know this when the learner:  |
| 1.2 ( <b>Designs</b> ) – chooses suitable material or substances to make simple products to satisfy a given need;1.4 ( <b>Evaluates</b> ) – expresses and explains own feelings about the product made. |

Table 2.3

### 2.3.12 Memorandum:

This module will introduce stories to the learners. While doing this module, the learners should be encouraged to bring as many stories to school as possible. The educator should try and read many of these to the class. The rest should be displayed for the children to “read” and page through.

It will show which learners are not exposed to many stories at home, and might thus not be so positive towards books and stories.

The stories should not always be read, but should sometimes be told to the class as well. It can be a very good idea to have a special piece of clothing that marks story time, e.g. a story hat or story cloak, that the educator can put on to show when it is story time.

Tell the learners the story of Red Riding Hood. Then ask the following questions:

- What did Red Riding Hood do wrong?

(She did not listen to her mother; she did not follow the known path but went to a strange place alone; she listened to a stranger.)

- Why must you not go to strange places on your own?
- What must you do when a stranger asks you to come to his/her car, or offers you sweets?
- What must you do when your friend asks you to go with him/her to a strange place without your parent’s permission?

After the discussion, help the learners with the worksheet that follows. Discuss the pictures and tell the learners to cut them out and paste them in either the “no” block (things that are not safe to do) or the “yes” block (things that are safe to do.) Then colour the pictures in.

### 2.3.13 Wolf, Wolf what's the time?

One child is chosen to be the wolf, and the others line up behind him. They now walk through the school grounds. The children ask “Wolf, Wolf, what’s the time”, and he responds with a time (e.g. 3 o’clock, 5 o’clock, etc.). As soon as he replies “Dinner time!”, the children should run away and he should try to catch them. Then the next child is chosen.

Sit your class down in a big circle. In the case of a very big class, this activity can be done twice in smaller groups. The educator starts a story with a sentence (e.g. “Once upon a time, there was a big frog. He lived alone in a very big pond”.) The educator then throws a ball to one of the learners. This learner must then continue with the story. The educator can write the story down on newsprint, and ask different groups to do different illustrations. Keep the book in the classroom for the learners to read through.

Give each learner a big sheet of paper and show them how to fold it so that it has six equal parts when unfolded. Let them draw their own comic strip.

## 2.4 THE HARE AND THE TORTOISE<sup>4</sup>

### 2.4.1 LIFE SKILLS

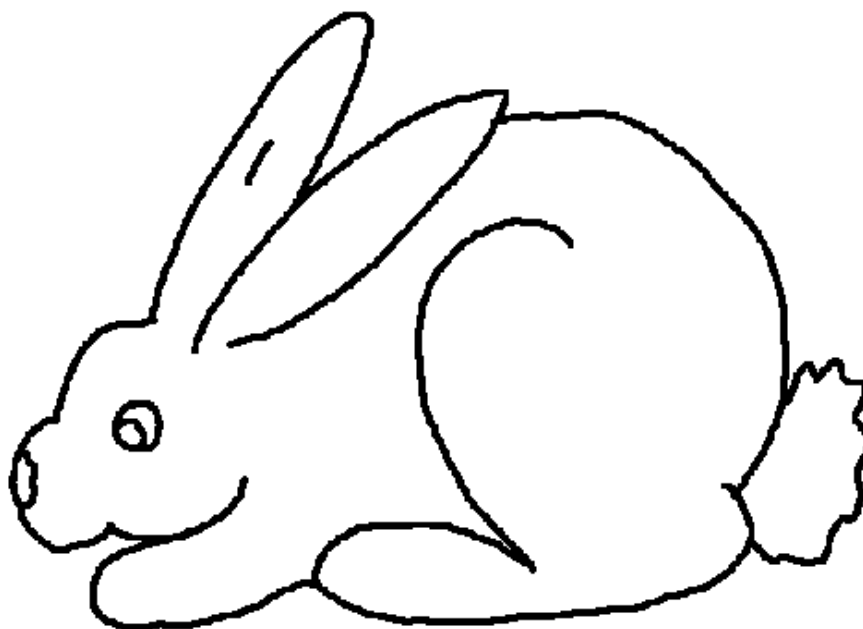
#### 2.4.2 Grade 1

### 2.4.3 STORY TIME

#### 2.4.4 Module 3

### 2.4.5 THE HARE AND THE TORTOISE

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[www.lucylearns.com](http://www.lucylearns.com)

Figure 2.23

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<sup>4</sup>This content is available online at <http://cnx.org/content/m26762/1.1/>.

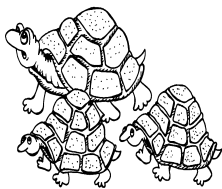


Figure 2.24

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2.4.6 The wonderful world of stories!

Stories are wonderful! No one knows how many stories there are in the world! There are stories that have come through many generations. Some are written down in books, others are still told orally.

|  |  |     |  |    |
|--|--|-----|--|----|
|  |  | yes |  | no |
| <ul style="list-style-type: none"><li>• Do you like stories?</li></ul> |  |     |  |    |

Table 2.4

- How do you feel when you listen to a story?



Figure 2.25

---

- Tell your friends why you feel like that.
- Who tells or reads you stories?

Mother Grandmother  
Father Grandfather  
Brother Educator  
Sister

2.4.7 Bring your favourite storybook to class.

Tell us something about it, or tell us something about the best story you have ever heard. Where did you hear this story? Who read or told you this story?

2.4.8 Draw a picture that will tell us more of your story.

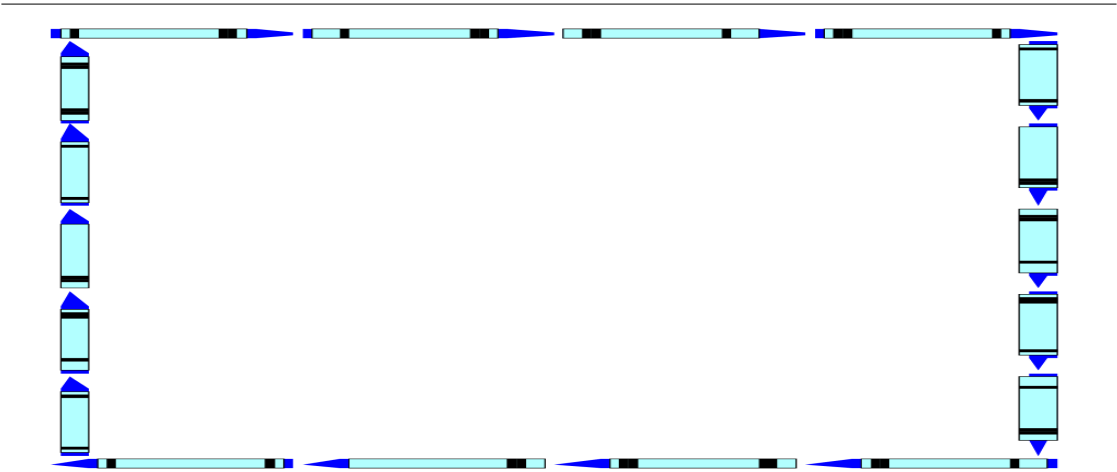


Figure 2.26

2.4.9 I can think!

New stories are written every day. You can also make a story! Sit down in a big circle. Your educator will start a new story with a sentence. She will then throw a ball to one of the children. Whoever receives the ball, must add onto your class story. Be creative! Tell your story to your parents, brother or sister!

|                          |  |     |    |
|--------------------------|--|-----|----|
| I liked our class story. |  | yes | no |
|--------------------------|--|-----|----|

Table 2.5

|                                     |  |     |    |
|-------------------------------------|--|-----|----|
| I participated in making our story. |  | yes | no |
|-------------------------------------|--|-----|----|

Table 2.6

|  |  |     |    |
|--|--|-----|----|
| I will be able to tell our story to my parents or to other children. |  | yes | no |
|--|--|-----|----|

Table 2.7

### 2.4.10 The tortoise and the hare

Your educator will tell you the story of The Tortoise and the Hare. Try to act out the story.

|                            |  |     |  |    |
|----------------------------|--|-----|--|----|
| I took part in my concert. |  | yes |  | no |
|----------------------------|--|-----|--|----|

Table 2.8

|  |  |     |  |    |
|--|--|-----|--|----|
| We worked together as a group to do the concert. |  | yes |  | no |
|--|--|-----|--|----|

Table 2.9

### 2.4.11 Can you draw a picture to illustrate the story?

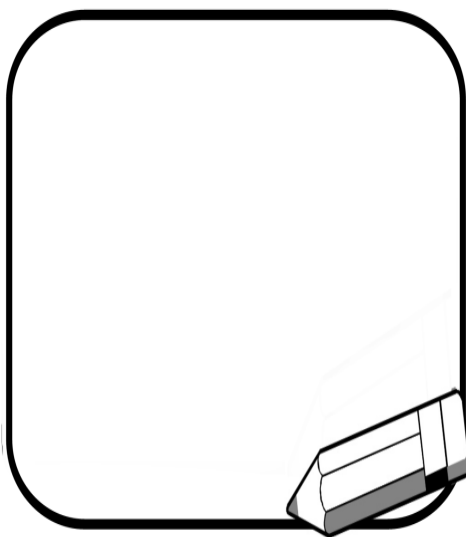


Figure 2.27

### 2.4.12 Assessment

|                               |
|-------------------------------|
| Learning Outcomes(LO's)       |
| HISTORYLO 3                   |
| <i>continued on next page</i> |

|   |  |
|---|--|
| <b>HISTORICAL INTERPRETATION</b>  | The learner will be able to interpret aspects of history.                                |
| We know this when the learner:  |  |
| 3.1 responds to stories about the past (e.g. listens to stories about the past and makes comments).   |  |
| <b>ARTS AND CULTURE</b>   | LO 1   |
| <b>CREATING, INTERPRETING AND PRESENTING</b>  | The learner will be able to create, interpret and present work in each of the art forms. |
| We know this when the learner:  |  |
| 1.4 ( <b>Drama</b> ) – responds through drama to stimuli in games and stories, including making up endings to stories presented by the teacher; |  |

Table 2.10

### 2.4.13 Memorandum:

The stories should not always be read, but should sometimes be told to the class as well. It can be a very good idea to have a special piece of clothing that marks story time, e.g. a story hat or story cloak, that the educator can put on to show when it is story time.

Tell the learners the story of The hare and the tortoise.

### 2.4.14 The hare and the tortoise

The hare was making fun of the tortoise's short legs and the way he moved so slowly.

"I'll beat you in a race any day," smiled the tortoise to the hare, who accepted the challenge to race.

It was decided that the fox should choose the course and decide the winner. The race began and the hare sped off. The tortoise moved off very, very slowly.

Soon the hare was so far ahead and sure of winning that he stopped to rest and fell asleep.

Later, while he was still sleeping, the tortoise passed by and went on slowly to cross the finishing line. All the animals cheered as the fox proclaimed him the winner. When the hare woke up and saw no sign of the tortoise, he ran as fast as he could to the finishing line. But, by then, the tortoise was the winner!

## 2.5 THE LITTLE RED HEN<sup>5</sup>

### 2.5.1 LIFE SKILLS

#### 2.5.2 Grade 1

### 2.5.3 STORY TIME

#### 2.5.4 Module 3

### 2.5.5 THE LITTLE RED HEN

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Figure 2.28

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<sup>5</sup>This content is available online at <<http://cnx.org/content/m26788/1.1/>>.



### 2.5.6 The little red hen

- Cut out the pictures en paste it on the next page.

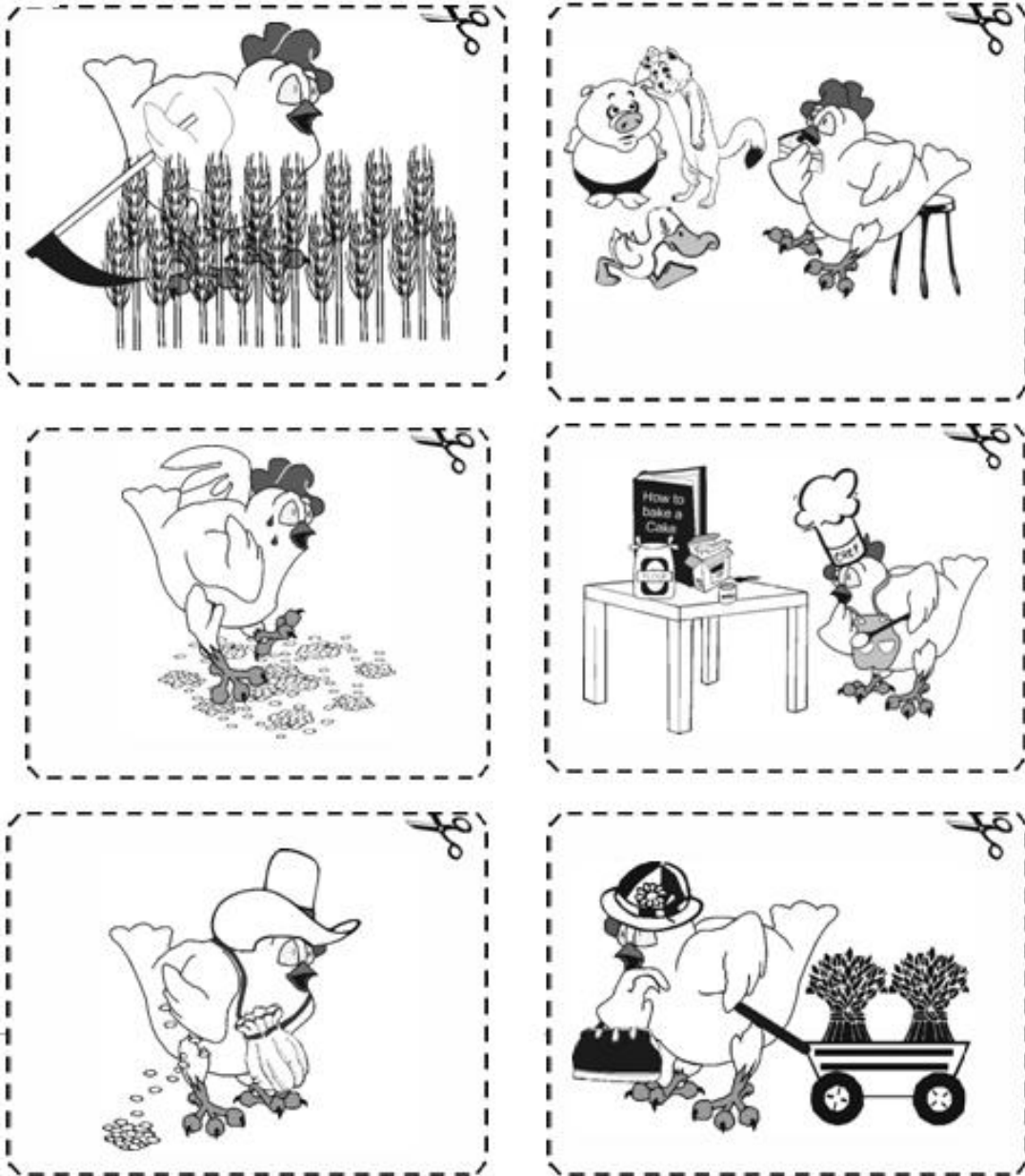


Figure 2.29

### 2.5.7 The story of the little red hen

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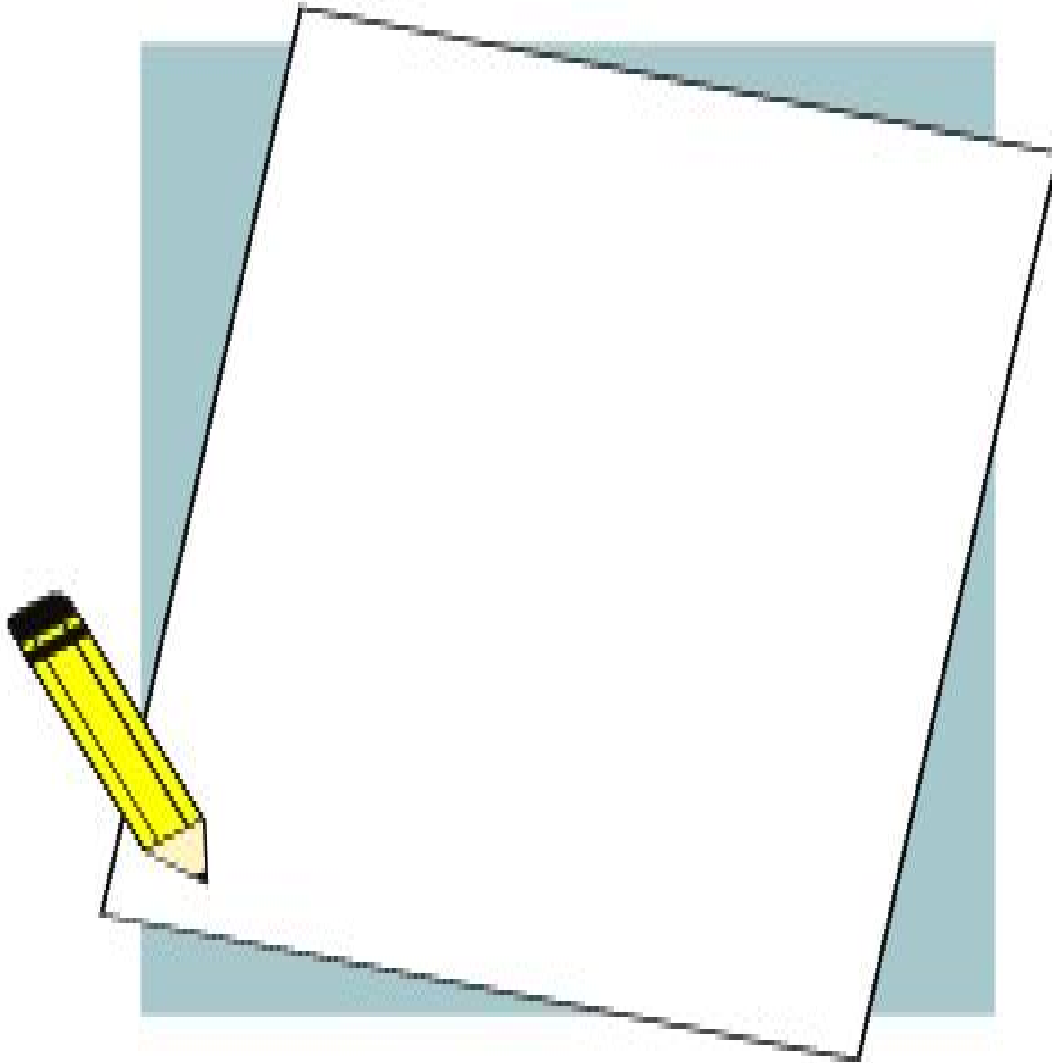


Figure 2.30

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2.5.8 Where does our food come from? Link the pictures and circles correctly.

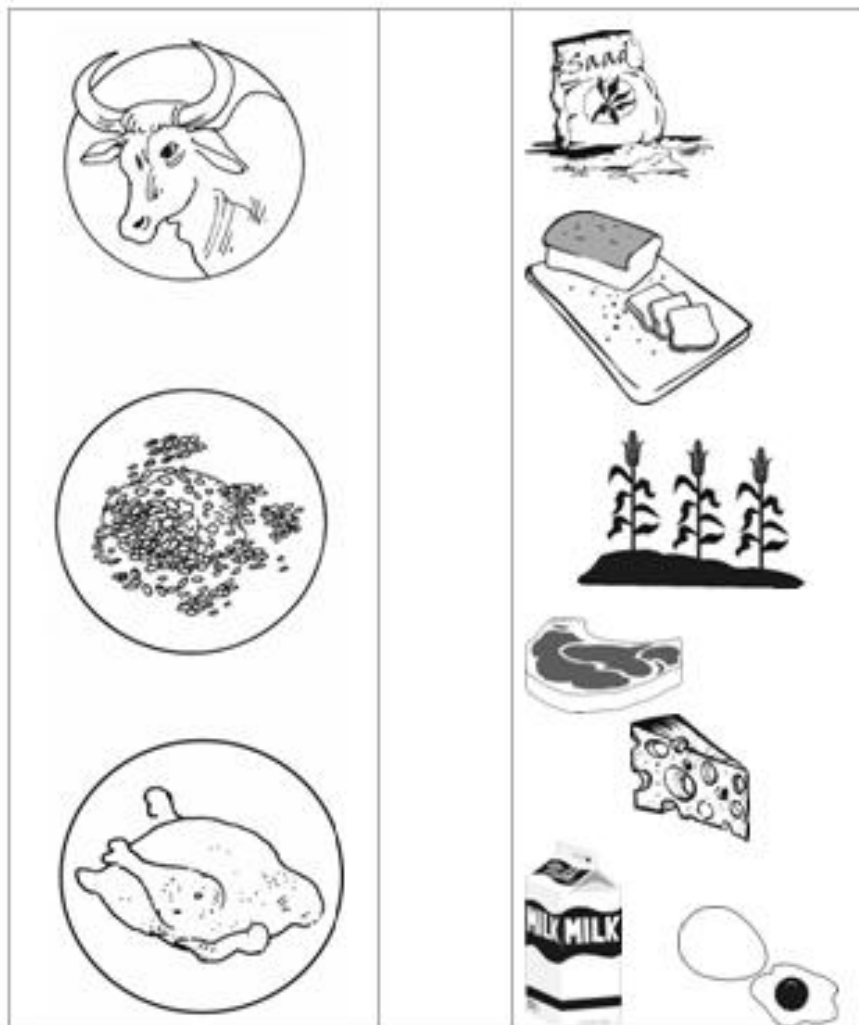
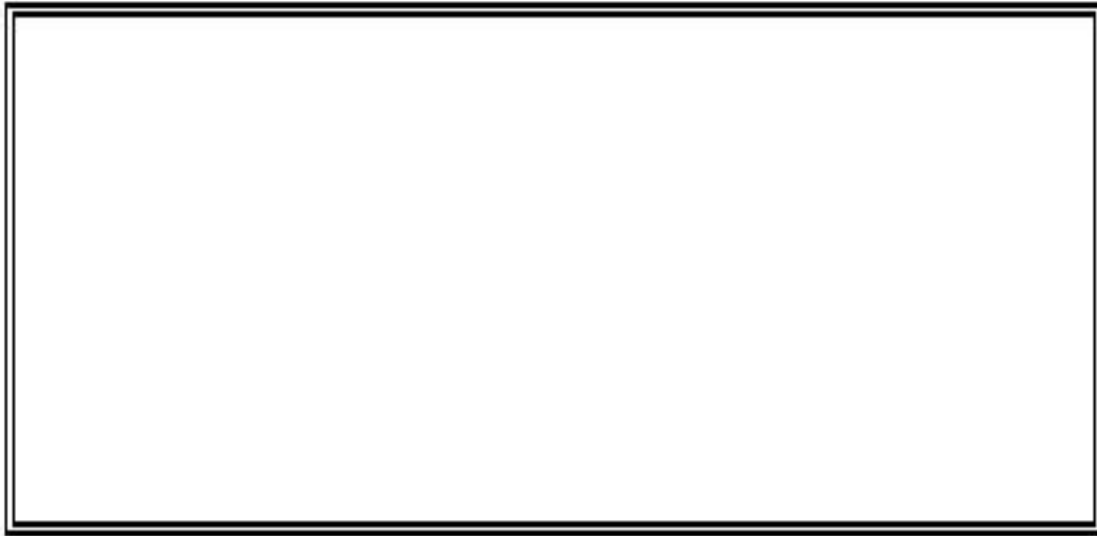


Figure 2.31

**2.5.9** Cut pictures of cereals from old magazines.

**2.5.10** Paste it in the frame.

**2.5.11** Tell your friend which one you like best.



**Figure 2.32**

### **2.5.12 The story of food**

You already know that we get some of our food from plants. But how do these plants grow? Your educator will help you to plant a seed. Water your plant regularly and watch what happens. Draw pictures to show how it grows.

|                        |                        |
|------------------------|------------------------|
| I plant the seed       | My plant after 4 days  |
| My plant after 7 days  | My plant after 10 days |
| My plant after 13 days | My plant after 16 days |

**Table 2.11**

### **2.5.13 Assessment**

|  |
|--|
| Learning Outcomes(LO's)  |
| <b>LIFE ORIENTATION</b> LO 1   |
| <b>HEALTH PROMOTION</b> The learner will be able to make informed decisions regarding personal, community and environmental health.  |
| We know this when the learner:   |
| 1.4 identifies dangers and appropriate precautions on the route to school.   |
| <b>LO 2</b>  |
| <b>SOCIAL DEVELOPMENT</b> The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.            |
| We know this when the learner:   |
| 2.4 sequences pictures of stories with a moral value from a range of South African cultures, including own culture.  |
| <b>HISTORY</b> LO 3  |
| <b>HISTORICAL INTERPRETATION</b> The learner will be able to interpret aspects of history.   |
| We know this when the learner:   |
| 3.1 responds to stories about the past (e.g. listens to stories about the past and makes comments).  |
| <b>NATURAL SCIENCE</b> LO 1  |
| <b>SCIENTIFIC INVESTIGATION</b> The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts. |
| We know this when the learner:   |
| <b>1.1 (Plans)</b> – plans an investigation independently (taking care of a plant).  |
| <b>ARTS AND CULTURE</b> LO 1   |
| We know this when the learner:   |
| 1.4 ( <b>Drama</b> ) – responds through drama to stimuli in games and stories, including making up endings to stories presented by the teacher;  |

Table 2.12

### 2.5.14 Memorandum

The stories should not always be read, but should sometimes be told to the class as well. It can be a very good idea to have a special piece of clothing that marks story time, e.g. a story hat or story cloak, that the educator can put on to show when it is story time. Tell the learners the story of The little red hen.

### 2.5.15 The little red hen

A cat, a duck, a pig and a little red hen with her five little chickens all lived together on a farm. One day the little red hen found three grains of wheat. She picked them up very carefully and put them into her little basket. Then she ran as fast as she could to the cat, the duck and the pig.

“Cluck-cluck!” Look what I have found! Three grains of wheat! I want to sow the wheat but the ground is too hard. Who will help me dig the ground?” asked the little red hen.

“Not I,” mewed the black cat.

"Not I," quacked the white duck.

"Not I," grunted the brown pig.

"Very well," said the little red hen, "then I shall dig it myself and my five little chickens will help me."

She called her five little chickens and gave them each a spade. Together they scratched and dug and dug and scratched until at last the ground was soft. Again she ran as fast as she could to the cat, the duck and the pig.

"We have dug the ground. Who will help me sow the seed?" asked the little red hen.

"Not I," mewed the black cat.

"Not I," quacked the white duck.

"Not I," grunted the brown pig.

"Very well," said the little red hen, "then I shall sow it myself and my five little chickens will help me."

So she called her five little chickens and together they sowed the wheat. Soon the wheat came up, but so did the weeds. Again she ran as fast as she could to the cat, the duck and the pig.

"See, the wheat is growing, but the weeds are coming up as fast as the wheat. Who will help me to hoe the land?" asked the little red hen.

"Not I," mewed the black cat.

"Not I," quacked the white duck.

"Not I," grunted the brown pig.

"Very well," said the little red hen, "then I shall hoe it myself and my five little chickens will help me."

So she called her five little chickens and together they loosened the ground and pulled up the weeds. Soon the wheat was ripe. Again she ran as fast as she could to the cat, the duck and the pig.

"Who will help me reap the wheat?" asked the little red hen.

"Not I," mewed the black cat.

"Not I," quacked the white duck.

"Not I," grunted the brown pig.

"Very well," said the little red hen, "then I shall reap it myself and my five little chickens will help me."

So she called her five little chickens and together they reaped the wheat and put the grains into a little bag. Again she ran as fast as she could to the cat, the duck and the pig.

"See my bag of wheat. Who will help me grind the wheat?" asked the little red hen.

"Not I," mewed the black cat.

"Not I," quacked the white duck.

"Not I," grunted the brown pig.

"Very well," said the little red hen, "then I shall take it to the mill myself and my five little chickens will help me."

So she called her five little chickens and off they went, through the gate and over the hill until they came to the mill.

"Please Mr Miller, will you grind the wheat for me?" asked the little red hen. The miller ground a bag of fine white flour and gave it to her. Again she ran as fast as she could to the cat, the duck and the pig.

"Look, my bag of flour! It is fine and white, just what I need for a cake. Who will help me mix the cake?" asked the little red hen.

"Not I," mewed the black cat.

"Not I," quacked the white duck.

"Not I," grunted the brown pig.

"Very well," said the little red hen, "then I shall mix the cake myself and my five little chickens will help me."

So she called her five little chickens and together they mixed the cake. Again she ran as fast as she could to the cat, the duck and the pig.

"See, we have mixed the cake. Who will help me bake the cake?" asked the little red hen.

"Not I," mewed the black cat.

"Not I," quacked the white duck.

"Not I," grunted the brown pig.

“Very well,” said the little red hen, “then I shall bake it myself and my five little chickens will help me.”

So she called her five little chickens and together they baked the cake. Soon the cake was done. Again she ran as fast as she could to the cat, the duck and the pig.

“See, we have baked the cake. Who will help me eat the cake?” asked the little red hen. Now the cat, the duck and the pig could smell the little red hen’s fine cake.

“I shall,” mewed the black cat.

“I shall,” quacked the white duck.

“I shall,” grunted the brown pig.

But the little red hen laughed at them and said: “You would not help me dig the ground, sow the seed, hoe the land, reap the wheat, grind the wheat, mix the cake or bake the cake. You do not have to help me now, either. I and my five chickens will eat the cake ourselves.”

So she cut the cake into six big slices and she and her five little chickens ate it all up. They did not leave a single crumb for the cat, the duck and the pig.







## Chapter 3

## Term 3

### 3.1 GAMES<sup>1</sup>

#### 3.1.1 LIFE SKILLS

#### 3.1.2 Grade 1

#### 3.1.3 FUN TIME

#### 3.1.4 Module 4

#### 3.1.5 GAMES

---



3.1.6

3.1.7 Playing by the rules



Figure 3.2

---

Were any of you angry after the previous activity? Maybe something happened which you thought was very unfair. In every game there are important rules. Can you name five school rules?

Divide into groups. Each group must think of three rules that are important for the game we have just played. Give feedback to the class.

|   |  |     |  |    |
|---|--|-----|--|----|
|   |  | yes |  | no |
| <ul style="list-style-type: none"><li>• Our group thought of three rules:</li></ul> |  |     |  |    |

Table 3.1

|   |  |     |  |    |
|---|--|-----|--|----|
|   |  | yes |  | no |
| <ul style="list-style-type: none"><li>• I would like the game more if we kept to these rules:</li></ul> |  |     |  |    |

Table 3.2

3.1.8 Where do you play?

We cannot play our games everywhere. In your groups, think of 2 places where you cannot play because it is dangerous, or you could easily damage something. Draw your pictures and tell the class about them.



Figure 3.3

### 3.1.9 The game that I like best!

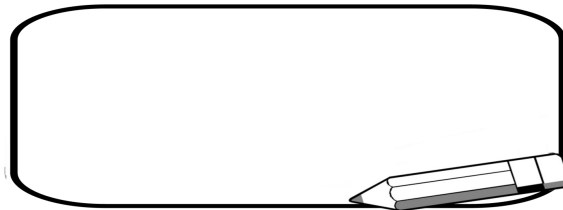


Figure 3.4

### 3.1.10 Assessments

|  |
|--|
| Learning Outcomes(LO's)  |
| LO 2   |
| <b>SOCIAL DEVELOPMENT</b> The learner is able to demonstrate an active commitment to constitutional rights and social responsibilities, and show sensitivity to diverse cultures and belief systems. |
| We know this when the learner:   |
| 2.1 explains school rules and why they should be followed.   |
| LO 3   |
| <b>PERSONAL DEVELOPMENT</b> The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his / her world.                        |
| <i>continued on next page</i>  |

|  |
|--|
| We know this when the learner:   |
| 3.3 shows and identifies different emotions and identifies them.   |
| LO 4   |
| <b>PHYSICAL DEVELOPMENT AND MOVEMENT</b> The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.   |
| We know this when the learner:   |
| 4.1 demonstrates ways of throwing, striking, rolling, bouncing, receiving and moving with a ball;4.2 uses a combination of body parts to locomote, rotate, elevate and balance, with or without equipment;4.4 participates in free play activities using a variety of equipment. |
| GEOGRAPHYLO 3  |
| <b>EXPLORING ISSUE</b> The learner will be able to make informed decisions about social and environmental issues and problems.   |
| We know this when the learner:   |
| 3.2 identifies the factors which make certain places harmful or unsafe in the school and/or home environment.  |
| ARTS AND CULTURELO 1   |
| <b>CREATING, INTERPRETING AND PRESENTING</b> The learner will be able to create, interpret and present work in each of the art forms.  |
| We know this when the learner:   |
| 1.1 ( <b>dance</b> ) – builds own movement vocabulary using;1.10 ( <b>visual arts</b> ) - discovers simple geometric shapes such as circles, lines, triangles and squares and combines and arranges them in patterns.  |
| LO 3   |
| <b>PARTICIPATING AND COLLABORATING</b> The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.  |
| We know this when the learner:   |
| 3.4 ( <b>music</b> ) – participates in musical call and response games and activities.   |
| LO 4   |
| <b>EXPRESSING AND COMMUNICATING</b> The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.  |
| We know this when the learner:   |
| 4.5 ( <b>visual arts</b> ) – uses imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.   |

Table 3.3

### 3.1.11 Memorandum

#### USE YOUR BODY;

This module will deal with physical movement and the way learners experience their bodies while participating in different games and activities. The children will thus take part in quite a number of games. These can be played outside, or in a hall.

Take the class outside for three different activities. It will be best if they can bring sports clothes to school on this day.

**Activity 1:** Divide the class into two groups. For each group there must be two beacons on the field. The whole group stands behind the first beacon. When the whistle blows, the first learner in each group must run to the first beacon, and skip back. When they get to the first beacon again, they touch the next person in each group, and then he or she must do the same. The first group to finish with all its members, is the winner.

**Activity 2:** (Musical chairs).

Put out chairs, hoops or any other markers. (You can even use newspaper sheets). There must be one less than the number of learners in the class. (For example, if there are 30 learners in the class, there must be 29 of these markers). The educator plays music. When she stops the music, the learners must run to get to one of these markers. The learner who does not manage, is out of the game. Every time one of these markers gets taken away, and in every round a learner falls out. The last learner remaining, is the winner.

**Activity 3:** For this activity each learner in the class will need a skipping rope. (Try to find as many as possible if your school does not have enough in store). The learners must first try to jump, using the rope. Later on they can also use the rope to skip, or to have a skipping race. (You may find it necessary to bring them out for this activity again at a later stage to practise again. You can also do this in groups if there are not enough ropes).

**BALL GAMES:**

Take the learners outside for a special ball game. The class must be divided into two groups. If the groups are too big, the field area on which they will play can be made bigger, or they can divide further to have two games at the same time.

Every team must have some form of identification (bibs, bands or ribbons will do). You will also need a ball, the size of a soccer ball, and two buckets. One learner in the class can be the “goalie”. The aim of the game is to get the ball to the goalie so that he or she can throw the ball into the bucket for a point. The other team must try and prevent this from happening, and must try to intercept in order to score. Learners must stand still when they receive the ball and may not move until they have passed the ball.

After this activity the learners will discuss different rules that we must obey when playing sport. Learners who participate in organised activities can contribute by naming rules of that specific sport. Discuss what will happen if we do not abide by these rules.

Also discuss safe places to play. The learners must work in groups to think of the places where they may not play this game, for example not in the house / not near a window / not in a deserted area / not near a road. They must draw their answers in the three blocks.

More activities

Activity 1:

For the next activity learners must prepare an obstacle race for their friends. Take the learners outside and divide them in groups of 4 – 6 children. Each group receives a hoop, two chairs, two beacons and a ball. They must decide how they want to use this to make an obstacle race. They can use these pieces of equipment as they wish. Learners can climb through a hoop, around a chair, over a chair and pass the ball back to a friend, or any other sequence they wish to do.

Once they have set this up, one learner in every group must demonstrate to the others how the race works. All the groups are then allowed to try out the other obstacle races. (Give about 5 minutes for each activity, and stop and start them with the blow of a whistle). Each learner in every group completes the race and then signals to the next to start.

Activity 2:

Take the learners outside with a soccer ball and one tennis ball for each.

They start by forming a circle with the educator in the middle, who throws the ball to each learner, who in turn throws it back. The educator then makes it more difficult by throwing the ball in random order. For the last round the learner must clap once before catching the ball.

Each learner now finds him/herself a separate spot. Each must have a tennis ball. First they throw the ball into the air and catch it, repeating this ten times. Next, they throw, clap their hands and catch the ball. For the last session they must walk around while bouncing the ball.

## 3.2 TOYS<sup>2</sup>

### 3.2.1 LIFE SKILLS

#### 3.2.2 Grade 1

### 3.2.3 FUN TIME

#### 3.2.4 Module 4

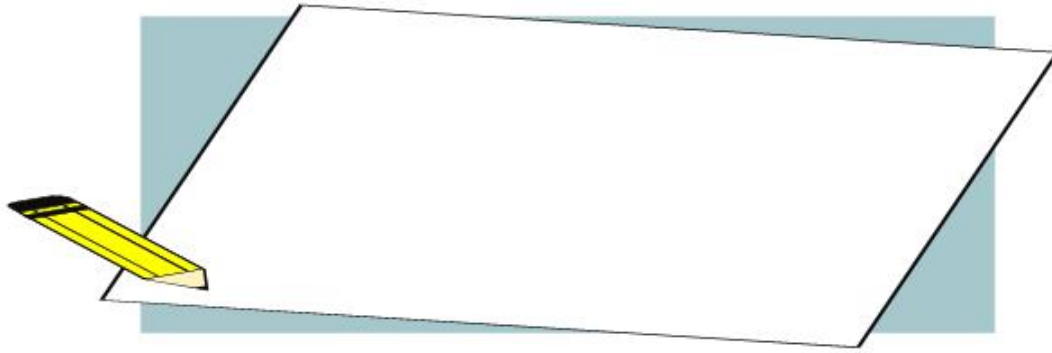
### 3.2.5 TOYS



Figure 3.5

---

<sup>2</sup>This content is available online at <<http://cnx.org/content/m26819/1.1/>>.

**3.2.6****3.2.7 Draw three of your favourite toys**

**Figure 3.6**

---



3.2.8 Paste examples of toys that one finds in a shop on this page. Mark those which you like best.

3.2.9 Does your toy cost MUCH money or a LITTLE money?



Figure 3.7

---

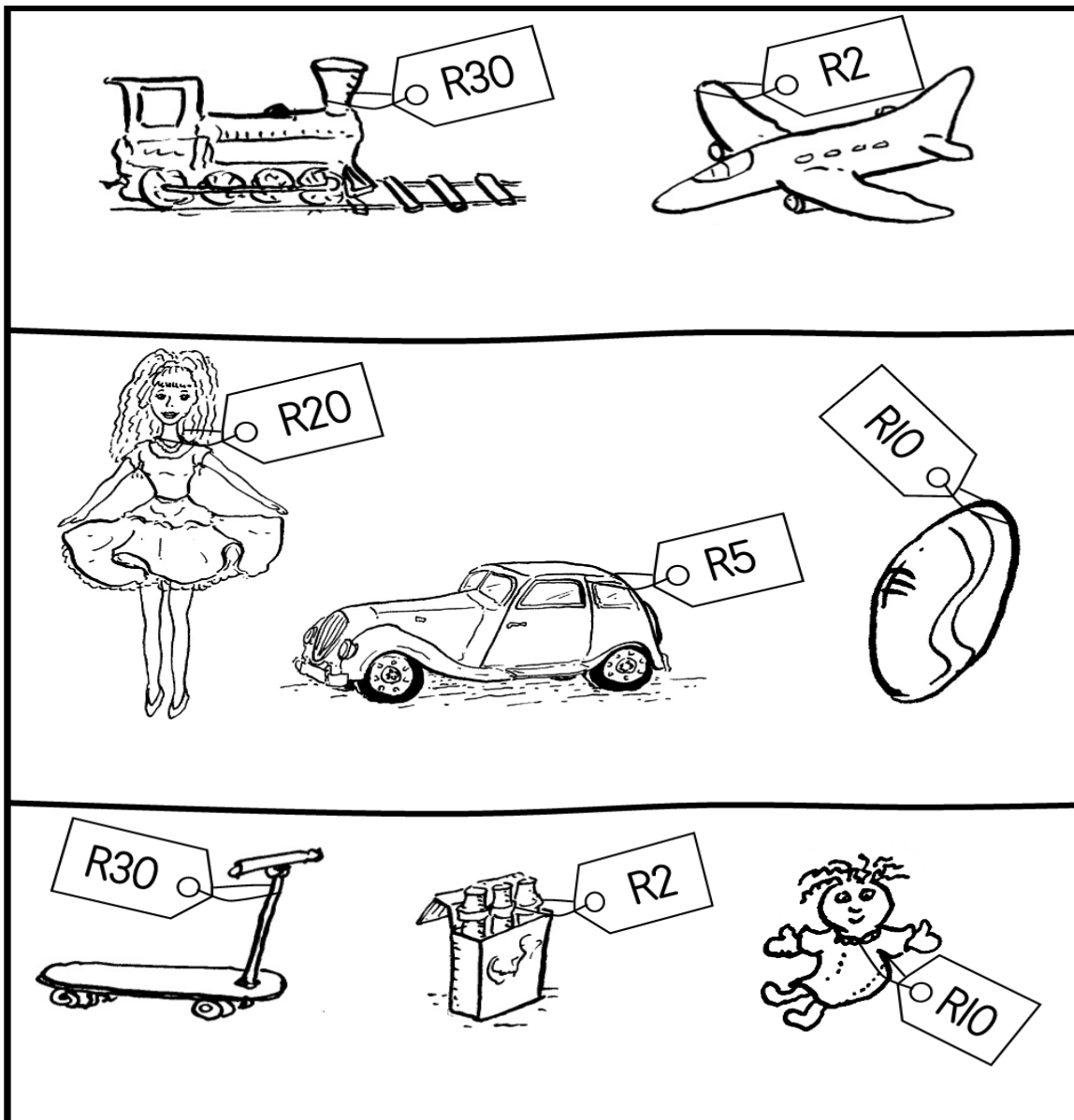


Figure 3.8

### 3.2.10 Circle the right word.

- The bear costs a little / much money
- The doll costs a little / much money
- The train costs a little / much money

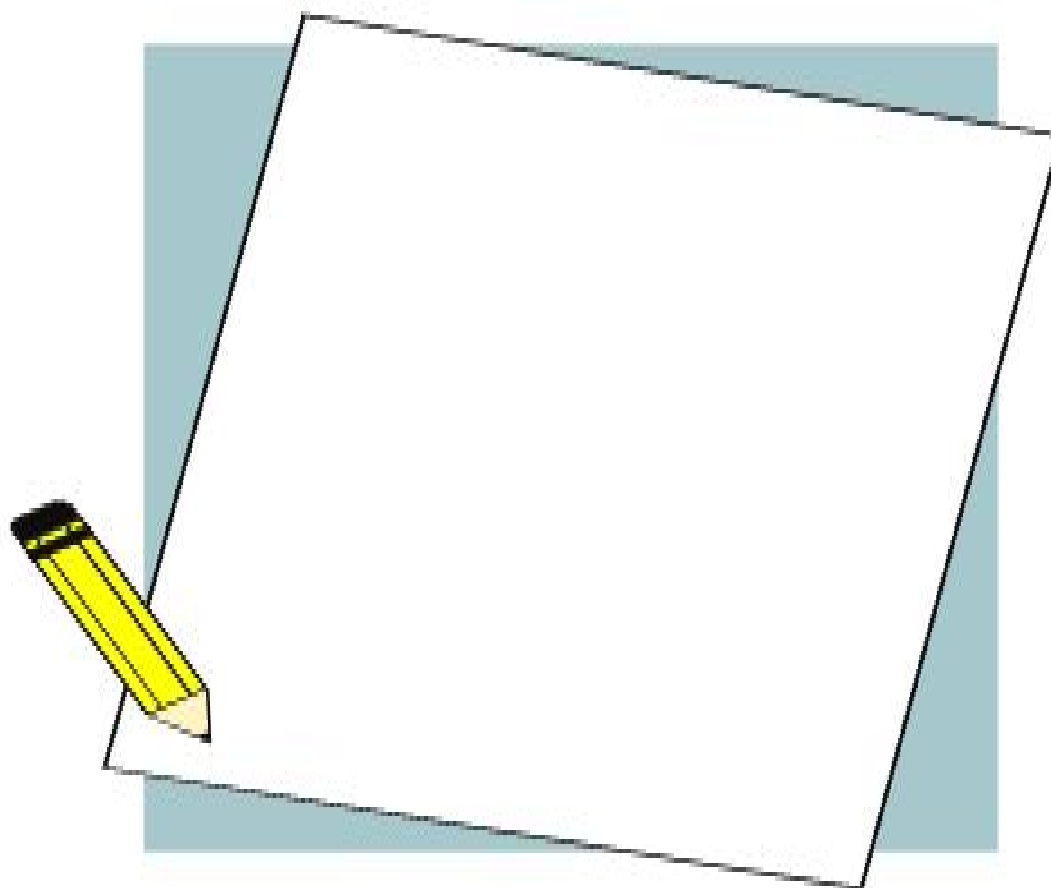
**3.2.11 COLOUR THE TOYS THAT COST THE SAME, RED.**

**3.2.12 Let us take a look at all the old toys on the shelf.**

**3.2.13 Which toys do you like best?**

Draw a picture of any of the old toys.

---



**Figure 3.9**

---

### 3.2.14 My puppet:

- Draw a face for your puppet.
- Use different shapes, like a triangle, circle and square.

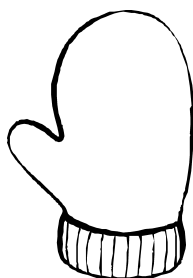


Figure 3.10

---

### 3.2.15 Assessment

|   |
|---|
| Learning Outcomes(LO's)   |
| EMSLO 1   |
| <b>THE ECONOMIC CYCLE</b> The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'. |
| We know this when the learner:  |
| 1.4 starts understanding that goods (toys, food, etc. ) have a price.   |
| ARTS AND CULTURELO 1  |
| <b>CREATING, INTERPRETING AND PRESENTING</b> The learner will be able to create, interpret and present work in each of the art forms.                             |
| We know this when the learner:  |
| 1.10 ( <b>visual arts</b> ) - discovers simple geometric shapes such as circles, lines, triangles and squares and combines and arranges them in patterns.         |

Table 3.4

### 3.2.16

### 3.2.17 Memorandum:

Toys may be exhibited in class.

Make sure that you have enough magazines available in class.

ENRICHMENT:

- Show the learners the video of Toy Story. Let them draw their favourite character.

- Discuss the characteristics of the character (friendly, inconsiderate, caring, etc.)
- Visit a toy shop.
- Compare the prices of the different toys.
- Arrange a fashion show with Barbie or other toys.
- Allow the learners to dress in the clothes of different characters, e.g. Superman, Cowboy, etc.
- Arrange a toy car race – work in groups.
- Organise a series of game stations, e.g. top throwing, rope skipping, hop scotch, etc. Learners move on in a circuit, getting the opportunity to play each of the games for a specific time.
- Group games, e.g. drop-the-handkerchief (Afr. vroteier), blind-man's buff, cat and mouse, etc.
- Make a puppet and have your own puppet theatre.

### **3.3 HEALTHY FOOD<sup>3</sup>**

#### **3.3.1 LIFE SKILLS**

#### **3.3.2 Grade 1**

#### **3.3.3 HEALTHY LIVING**

#### **3.3.4 Module 5**

#### **3.3.5 HEALTHY FOOD**

#### **3.3.6 FOOD PYRAMID**

- Paste a picture of the different kinds of food in the correct space.

---

<sup>3</sup>This content is available online at <<http://cnx.org/content/m26831/1.1/>>.

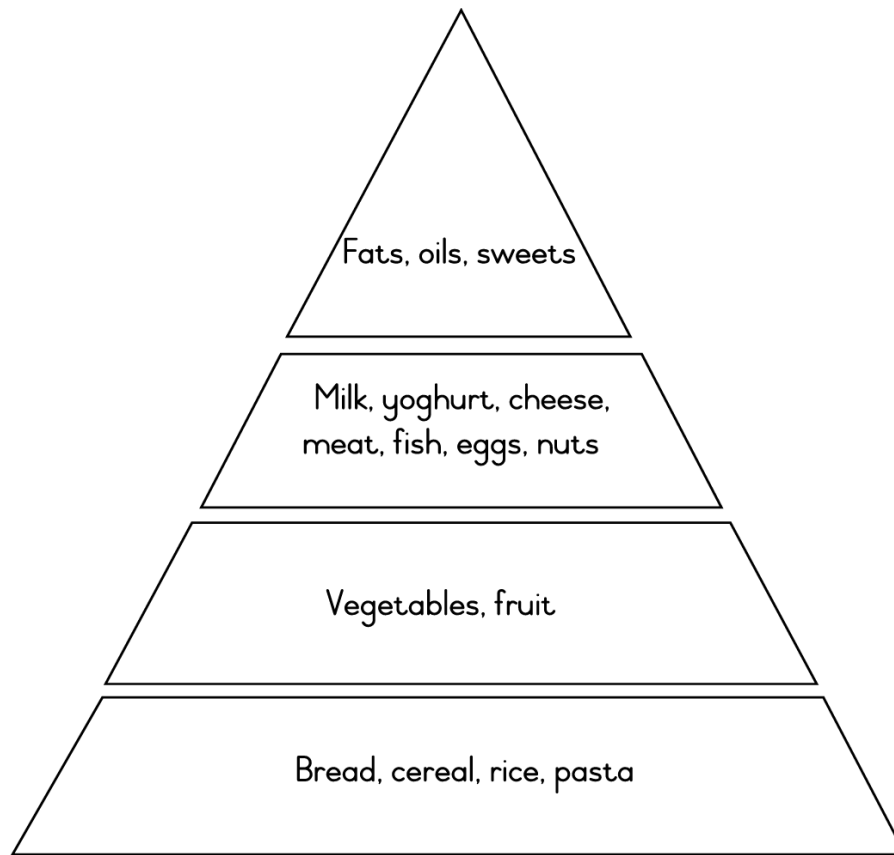


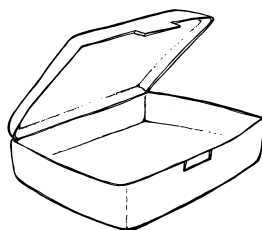
Figure 3.11

---

**3.3.7 Draw or paste some of your favourite foods on the cover page.**

**3.3.8 My lunch box!**

**3.3.9 Draw or paste pictures of everything that is in your lunch box.**



**Figure 3.12**

---

### **3.3.10 Assessment**

|  |  |
|--|--|
| LIFE ORIENTATIONLO 1   |  |
| <b>HEALTH PROMOTION</b>  | The learner is able to make informed decisions regarding personal, community and environmental health.   |
| We know this when the learner:   |  |
| 1.1 identifies nutritious choices from a range of commonly available foods and drinks; |  |
| ARTS AND CULTURELO 1   |  |
| <b>CREATING, INTERPRETING AND PRESENTING</b>   | The learner is able to create, interpret and present work in each of the art forms.  |
| We know this when the learner:   |  |
| 1.9 <b>visual arts</b> – engages in creative art processes.                            |  |
| LO 3   |  |
| <b>PARTICIPATING AND COLLABORATING</b>   | The learner is able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.                |
| EMSLO 2  |  |
| <b>SUSTAINABLE GROWTH AND DEVELOPMENT</b>  | The learner is able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes. |
| <i>continued on next page</i>  |  |

|  |
|--|
| We know this when the learner:   |
| 2.3 names ways and the importance of using limited classroom materials without waste.  |
| TECHNOLOGYLO 1   |
| <b>TECHNOLOGICAL PROCESSES AND SKILLS</b> The learner is able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.  |
| We know this when the learner:   |
| 1.2 <b>design</b> – chooses suitable material or substances to make simple products to satisfy a given need<br>;1.3 <b>make</b> – makes simple products from different materials;1.4 <b>evaluate</b> – expresses and explains own feelings about the product made. |

Table 3.5

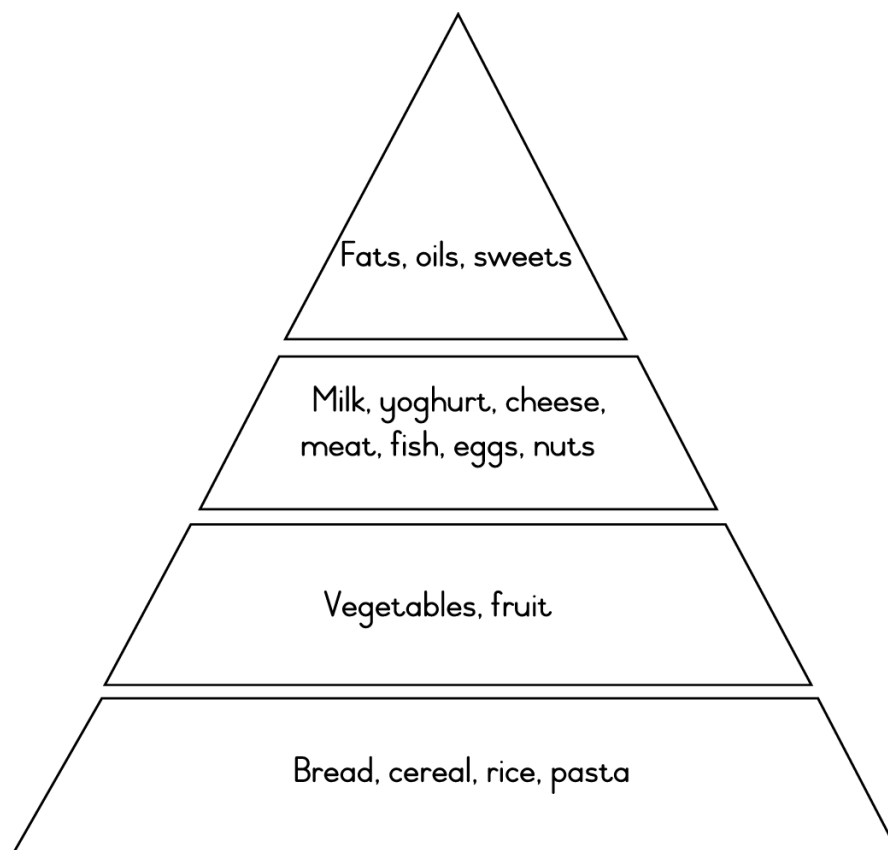
### 3.3.11 Memorandum:

Module 5 deals with the importance of a healthy lifestyle. This includes healthy eating habits, personal hygiene, exercise and ways to prevent communicable diseases.

Healthy eating habits

Explain the food pyramid in a simple way to the learners.





**Figure 3.13**

---

Use a poster or pictures to explain to the learners how food can be divided into the following three broad groups:

1. Food that help our bodies to grow strong, i.e. proteins in meat, fish, cheese, milk, eggs and nuts.
2. Foods that give us energy, i.e. carbohydrates in cereals, pasta, bread, sugar, jam and honey. (When we say we are full of energy, we thus mean that we are ready to move fast or do a lot of work!).
3. Foods that help us to stay healthy and fight germs and illnesses, i.e. vitamins and minerals in fruit and vegetables.

We need food from each of these groups on a daily basis to help us stay healthy. It is, however, important to eat only a limited amount of sugar and fat, as too much of these foods can make us overweight.

Learners now complete the worksheet. They must draw or cut pictures from magazines to fill the lunch box with healthy foods. They must include something from each of the different groups. Learners can take this worksheet home and ask their parents to prepare them something similar for the next school day. Encourage them to bring healthy food to school every day.

### 3.4 EXERCISE<sup>4</sup>

#### 3.4.1 LIFE SKILLS

#### 3.4.2 Grade 1

#### 3.4.3 HEALTHY LIVING

#### 3.4.4 Module 5

#### 3.4.5 EXERCISE

#### 3.4.6 I exercise to keep my body healthy. Draw yourself.

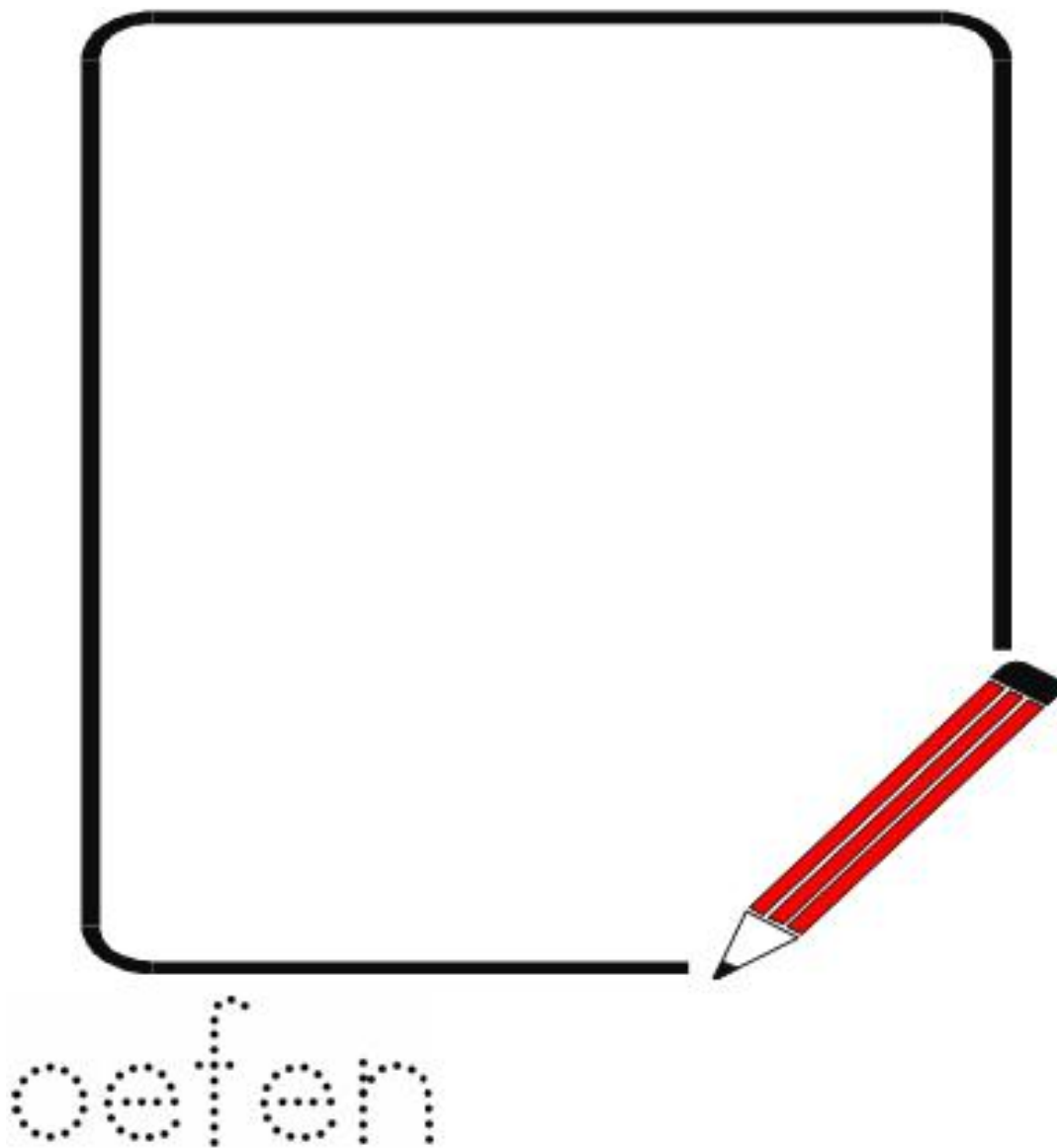


Figure 3.14

### 3.4.7 Using your body

Think of all the machines you have ever seen or used. Which one was the best? Many of you will probably choose a computer or a play station. Indeed, these are all wonderful, but none is as wonderful as your body is. Your body is the most wonderful machine that has ever been made. It can do hundreds of wonderful things.

Your educator will take you outside so that you can experience some of the things your wonderful body can do.



**Figure 3.15**

---

### 3.4.8 Look what I can do!

- Your body can do so many things!
- Draw the things you can do.

|      |                  |
|------|------------------|
| Run  | Skip             |
| Jump | Change direction |
| Stop | Start again      |

**Table 3.6**

- How do you feel after this activity?
- Colour the correct pictures. Then tell your educator and your friends.



Figure 3.16

---

### 3.4.9 Assessment

|  |
|--|
| Learning Outcomes(LO's)  |
| LIFE ORIENTATION   |
| LO 3   |
| <b>PERSONAL DEVELOPMENT</b> The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his / her world.  |
| We know this when the learner:   |
| 3.3 shows and identifies different emotions and identifies them.   |
| LO 4   |
| <b>PHYSICAL DEVELOPMENT AND MOVEMENT</b> The learner is able to demonstrate an understanding of, and participate in activities that promote movement and physical development.   |
| We know this when the learner:   |
| 4.1 demonstrates ways of throwing, striking, rolling, bouncing, receiving and moving with a ball;4.2 uses a combination of body parts to locomote, rotate, elevate and balance, with or without equipment;4.4 participates in free play activities using a variety of equipment. |

Table 3.7

### 3.4.10 Memorandum:

Exercise:

We need exercise to develop our muscles and keep our hearts strong. Have a class discussion on the different forms of exercise the learners enjoy, e.g. cricket, soccer, rugby, netball, tennis, athletics, ballet, hockey, walking and horse riding. Learners must now paint a picture of themselves engaging in their favourite activity.



# Chapter 4

## Term 4

### 4.1 MY ENVIROMENT<sup>1</sup>

#### 4.1.1 LIFE SKILLS

#### 4.1.2 Grade 1

#### 4.1.3 HEALTHY LIVING

#### 4.1.4 Module 5

#### 4.1.5 MY ENVIROMENT

Circle everything that is wrong.



Figure 4.1

#### 4.1.6 Which of the following do you need to stay fit and healthy?

- Colour the correct pictures.

<sup>1</sup>This content is available online at <<http://cnx.org/content/m26855/1.1/>>.

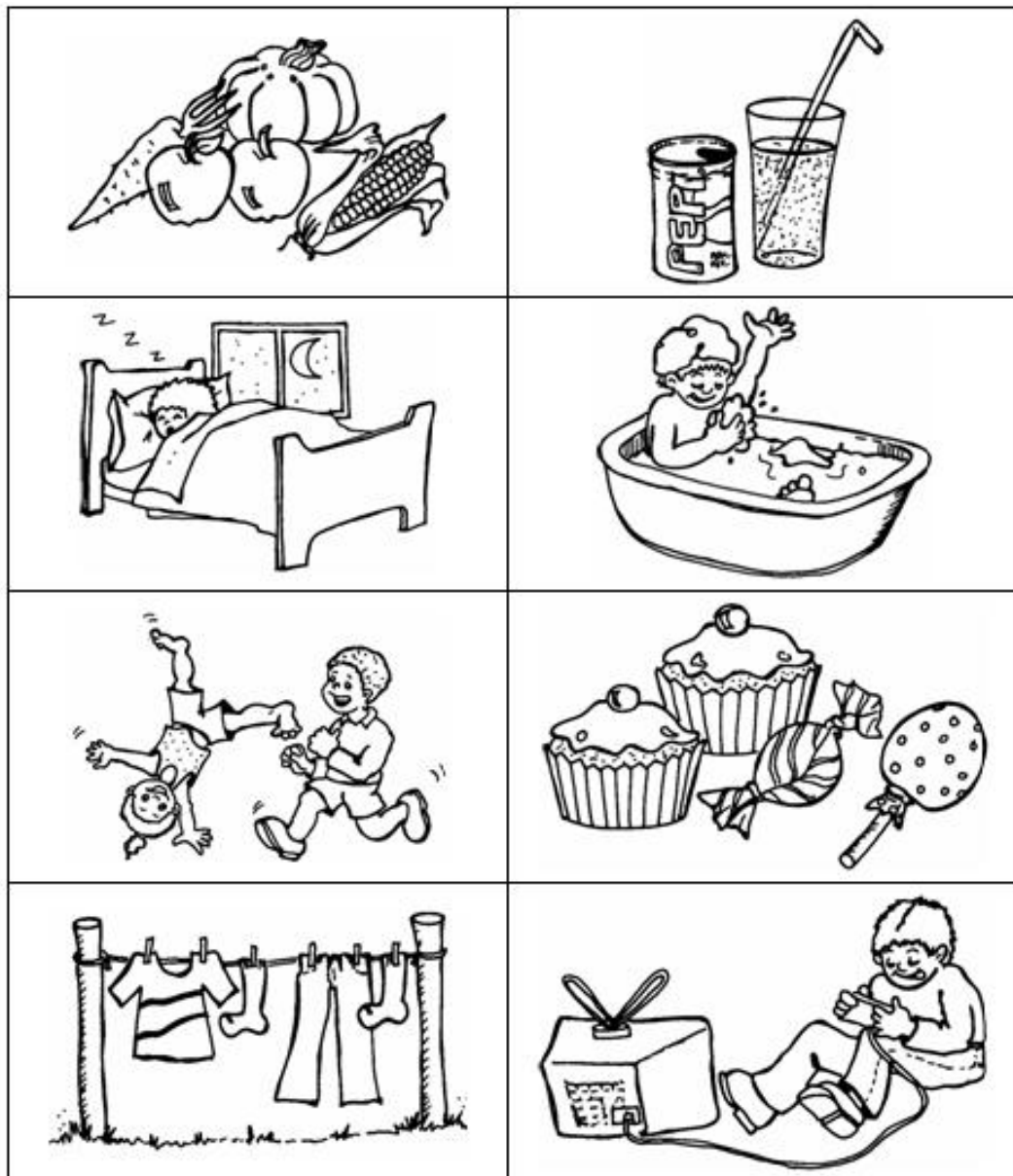


Figure 4.2

#### 4.1.7 Mary has a cold.

- Look at the pictures. Write a sentence for each picture in which you say what she does wrong.



1.



Figure 4.3

---

2.



Figure 4.4

---

3.



Figure 4.5

#### 4.1.8 I look after my body and my environment.

- Circle the correct word.

---

|   |         |   |
|---|---------|---|
| Ek bad of stort elke dag                          | Ja/ nee |    |
| Ek borsel my tande twee keer op 'n dag            | Ja/ nee |    |
| Ek dra skoon klere                                | Ja/ nee |    |
| Ek was my hande voor ek eet                       | Ja/ nee |    |
| Ek was my hande nadat ek die toilet gebruik       | Ja/ nee |    |
| Ek was my hande nadat ek met my diere gespeel het | Ja/ nee |   |
| Ek maak my kamer aan die kant                     | Ja/ nee |  |

---

Figure 4.6

#### 4.1.9 What can we do at school with all the waste material?

- Draw a picture to illustrate what is necessary.

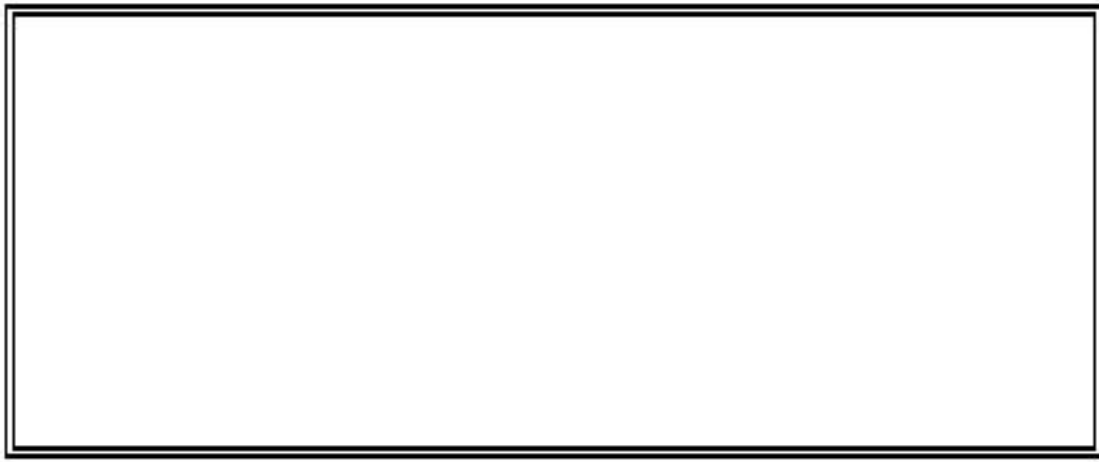
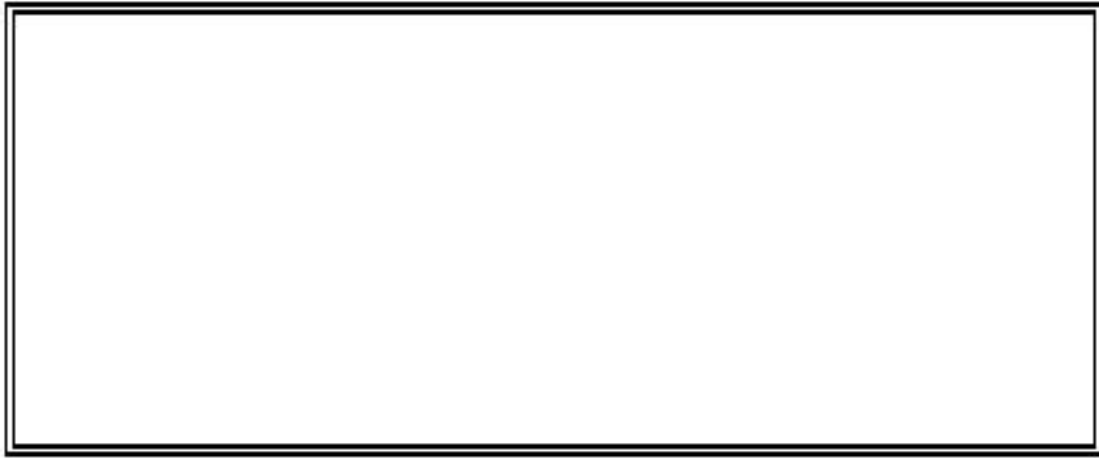


Figure 4.7

**4.1.10 Make a drawing of the product you want to make out of waste material.**

- How are you going to decorate it?



**Figure 4.8**

---

#### 4.1.11 What waste materials are you going to use?

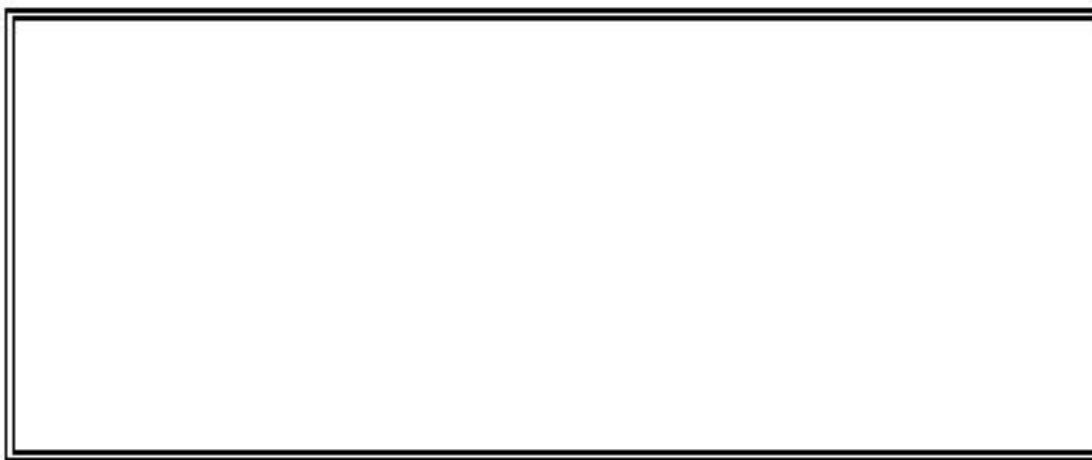


Figure 4.9

#### 4.1.12 Assessment

|  |
|--|
| Learning Outcomes (LO's)   |
| <b>LIFE ORIENTATION</b> LO 1   |
| <b>HEALTH PROMOTION</b> The learner is able to make informed decisions regarding personal, community and environmental health.   |
| We know this when the learner:   |
| 1.2 explains steps to ensure personal hygiene and links these steps to environmental health;1.3 distinguishes between situations that are safe and those that require precautions against communicable diseases. |
| <b>GEOGRAPHY</b> LO 3  |
| <b>EXPLORING ISSUE</b> The learner is able to make informed decisions about social and environmental issues and problems.  |
| <i>continued on next page</i>  |

|   |
|---|
| We know this when the learner:  |
| 3.1 identifies and describes issues affecting personal health or safety in the school and / or home environment;3.2 identifies the factors which make certain places harmful or unsafe in the school and /or home environment;3.3 suggests ways to improve personal health or safety by proposing solutions or alternatives that will reduce the risk to personal health or safety. |
| ARTS AND CULTURELO 1  |
| <b>CREATING, INTERPRETING AND PRESENTING</b> The learner is able to create, interpret and present work in each of the art forms.  |
| We know this when the learner:  |
| 1.9 <b>visual arts</b> – engages in creative art processes.   |
| EMSLO 2   |
| <b>SUSTAINABLE GROWTH AND DEVELOPMENT</b> The learner is able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes.  |
| We know this when the learner:  |
| 2.3 names ways and the importance of using limited classroom materials without waste.   |
| TECHNOLOGYLO 1  |
| <b>TECHNOLOGICAL PROCESSES AND SKILLS</b> The learner is able to apply technological processes and skills ethically and responsibly using appropriate information and communication technologies.   |
| We know this when the learner:  |
| 1.2 <b>design</b> – chooses suitable material or substances to make simple products to satisfy a given need<br>1.3 <b>make</b> – makes simple products from different materials;1.4 <b>evaluate</b> – expresses and explains own feelings about the product made.   |

Table 4.1

### 4.1.13 Memorandum:

Discuss the different ways in which they can ensure a safe work environment by acting responsibly in the art class (listening to instructions; handling brushes, containers with paint and especially sharp objects like sharp pencils; not shouting or running around; not leaving loose objects lying around on the floor. Assess the learners' performance in the art class to see if they meet the requirements of this objective. Learners paint a picture of themselves. You may use A3 size paper for this purpose, if you wish.

#### Waste management

Waste management is a big problem in South Africa. People do not always use resources sparingly and too much goes to waste. We need to get rid of waste in an efficient way. If we do not deal with this problem it may lead to environmental health problems, which in turn could have a negative impact on the population's health and well-being. Nowadays there is a big emphasis on recycling.

Discuss ways in which we can use classroom materials sparingly without creating too much waste. If you do not have a recycling system in class, this may be a good time to start one. Test the learners to see if they take up the challenge to use materials sparingly, to keep the environment clean and to recycle used materials. This assessment can take place over a period of time.

Ask the learners to design and make something from products that will normally go to waste, e.g. empty boxes, old newspapers and magazines, sweet wrappings and empty toilet rolls. (Waste can be collected in advance).

Allow learners who feel uncertain to work with a friend. You should supply them with enough examples, e.g. a “tin” for their pencils, a toothbrush holder (not a metal one), a container for rubbish to use in the bedroom, etc. They must draw and assess their design (Tech. 1.2 – 1.4), and for enrichment they could design a label for their product.

#### Our immediate environment

Have a class discussion on places on / near the school premises that may be unsafe or may affect personal health. Ask learners to identify such places and give reasons for their decisions. This can be a filthy playground / picnic area or a place where one can easily get hurt. They must also suggest ways in which this can be improved. These suggestions can be taken to the headmaster for further actions. Each child must choose one of the places that were discussed and draw a picture of the place.

## 4.2 MONEY<sup>2</sup>

### 4.2.1 LIFE SKILLS

#### 4.2.2 Grade 1

#### 4.2.3 MONEY MONEY!

#### 4.2.4 Module 6

#### 4.2.5 MONEY

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Figure 4.10

---

<sup>2</sup>This content is available online at <http://cnx.org/content/m26866/1.1/>.





4.2.6 We need money for different things. Draw eight examples of products that mom or dad must buy with money.

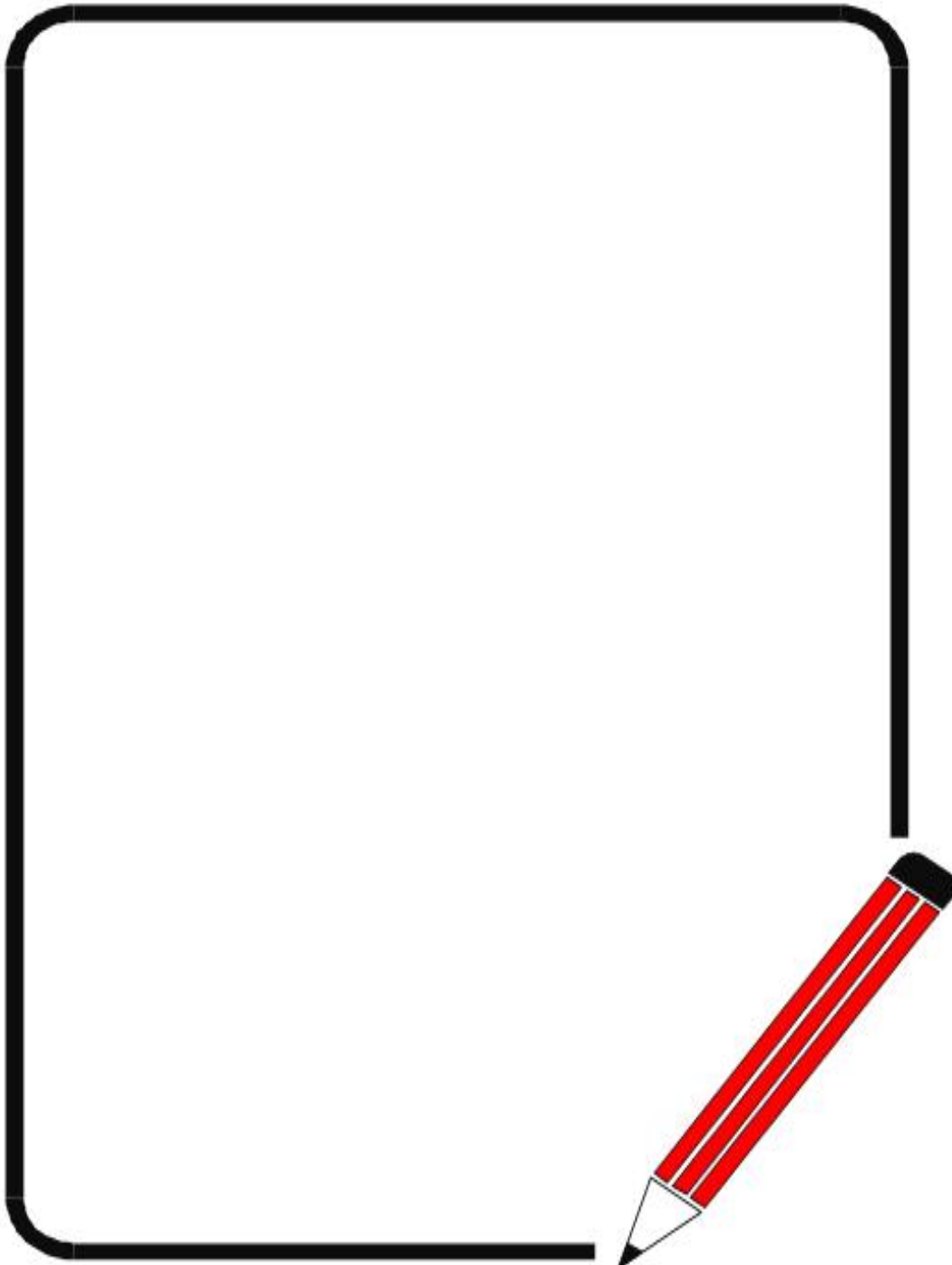


Figure 4.11

- Write a sentence to explain where you would use your money, or what for.

#### 4.2.7 This is what our money looks like!

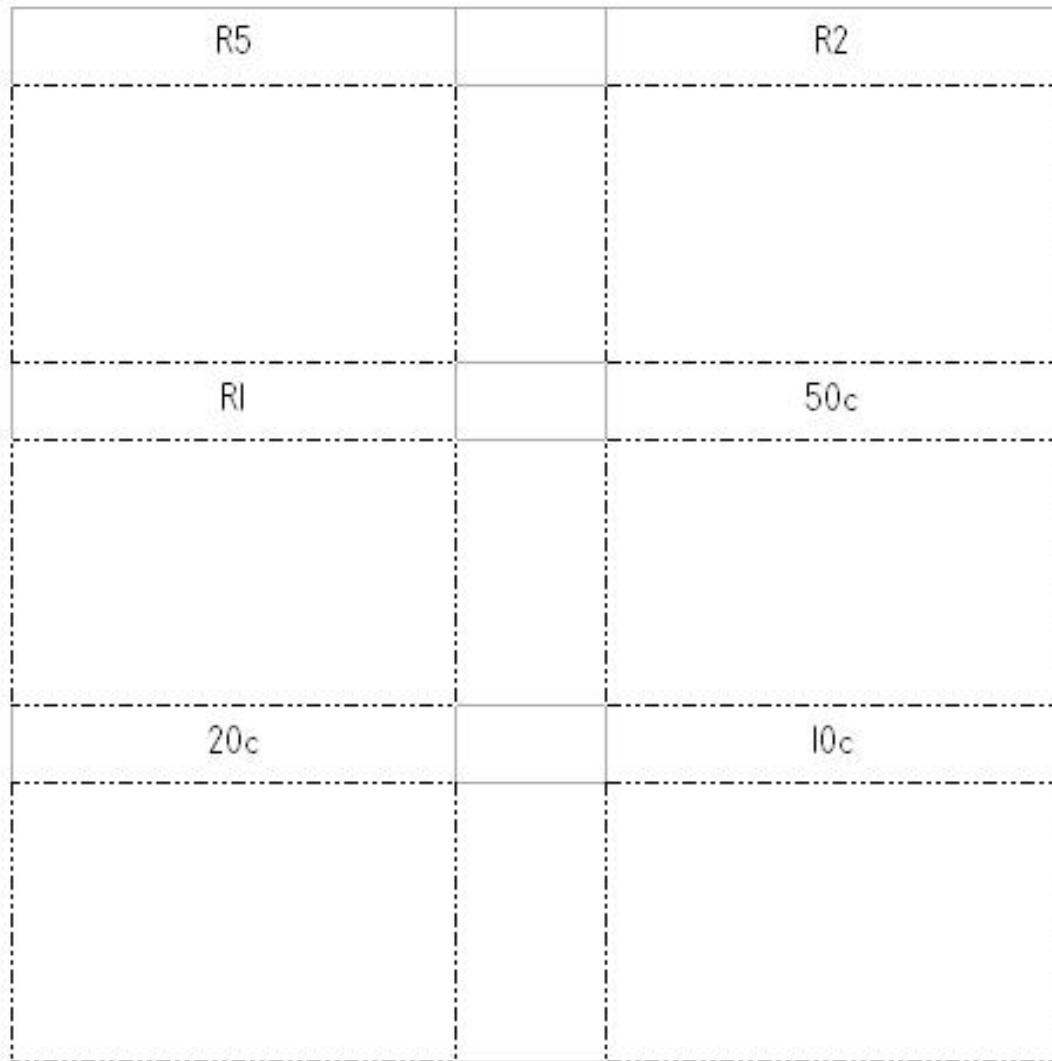
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Figure 4.12

---

- Place real coins underneath the page.
- Scratch with your pencil on the paper.
- What happens?
- Tell your friends what you see!
-



**Figure 4.13**

---

#### 4.2.8 I am the consumer

- Take a good look at all the pictures. Which of these products or services are used in your home every day? Colour those pictures.

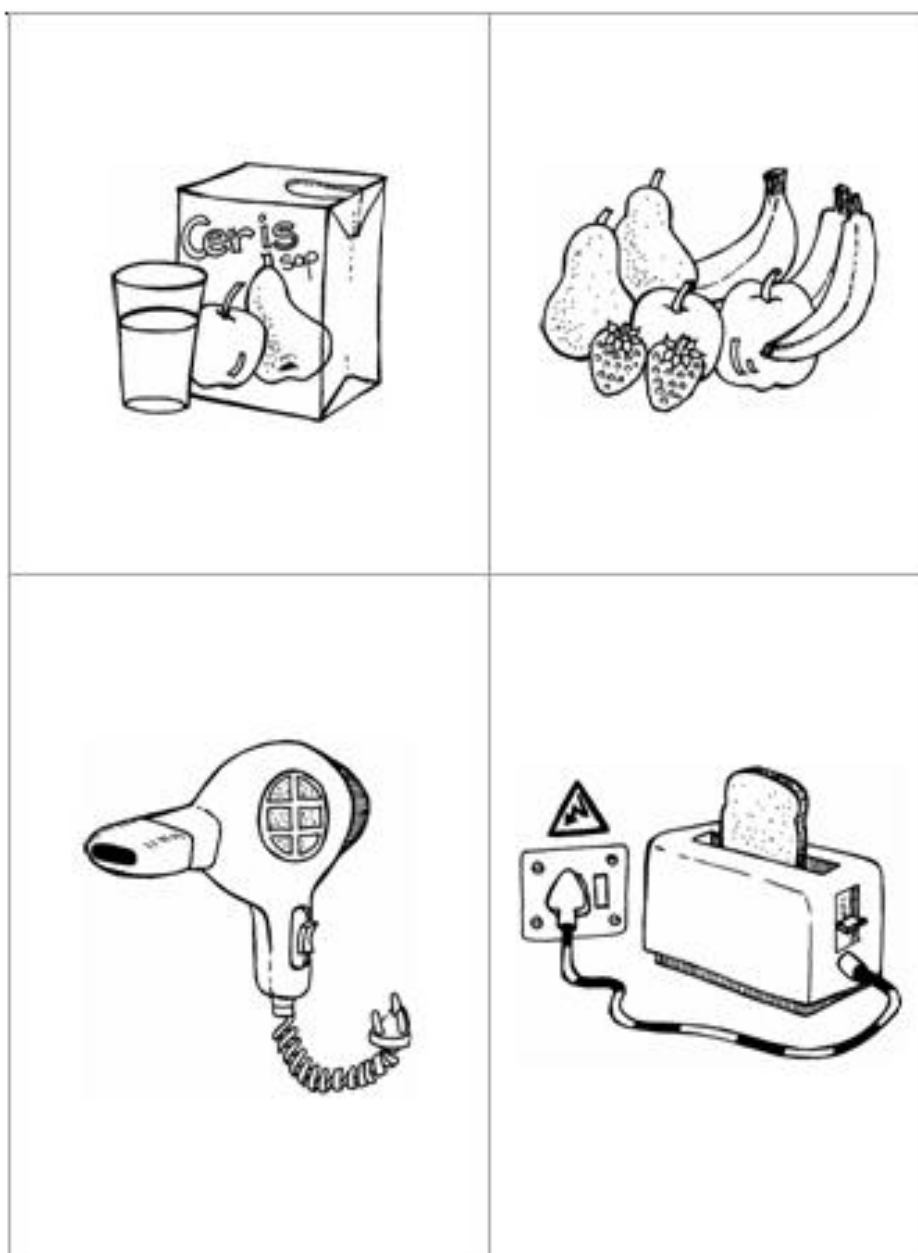


Figure 4.14

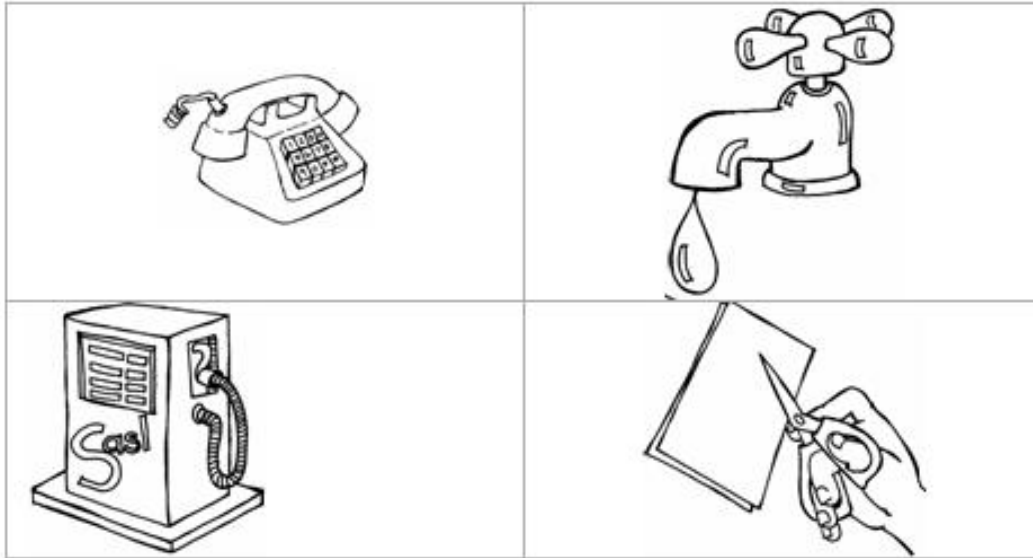
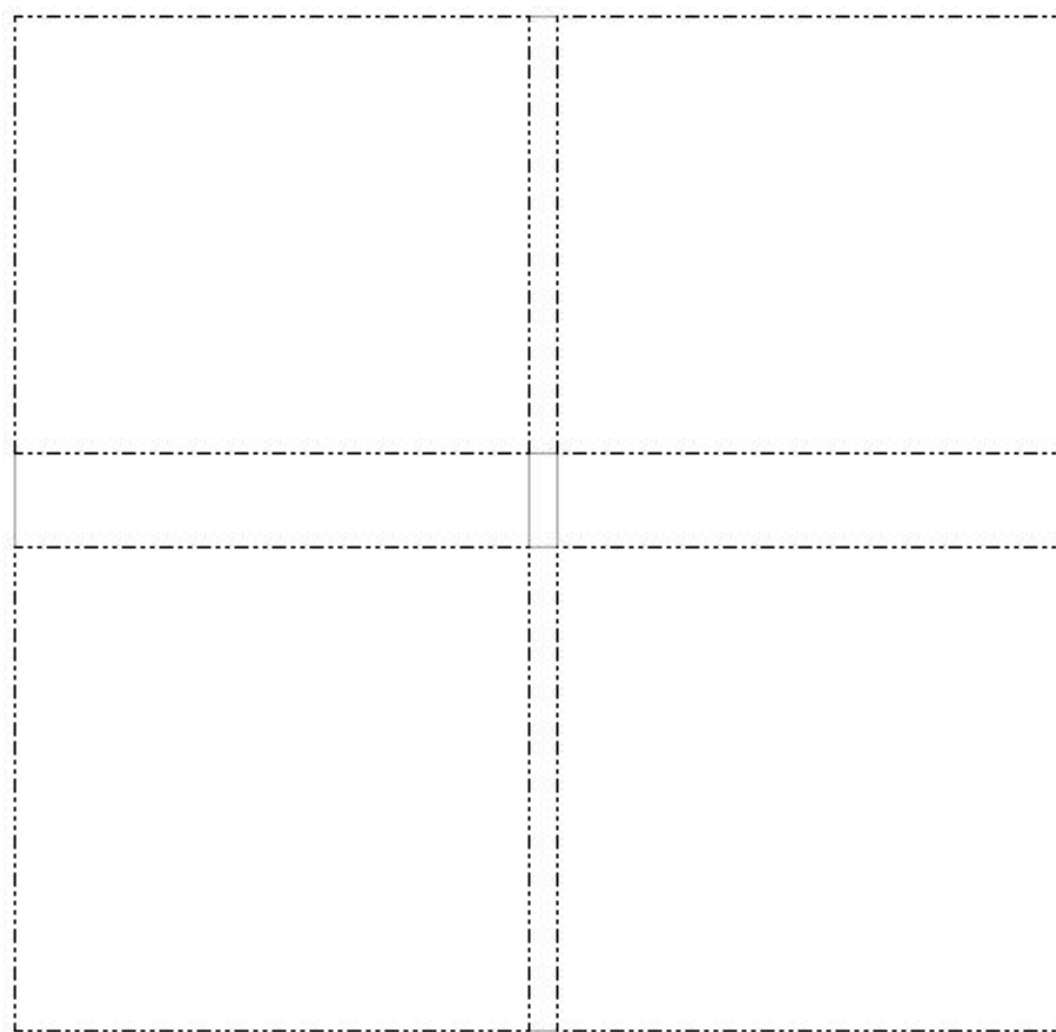


Figure 4.15

---

#### 4.2.9 This is how my family earns money

- In each block draw one of your family members busy earning money.



**Figure 4.16**

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- Colour these pictures.
- Choose which products you would like to buy with your money.

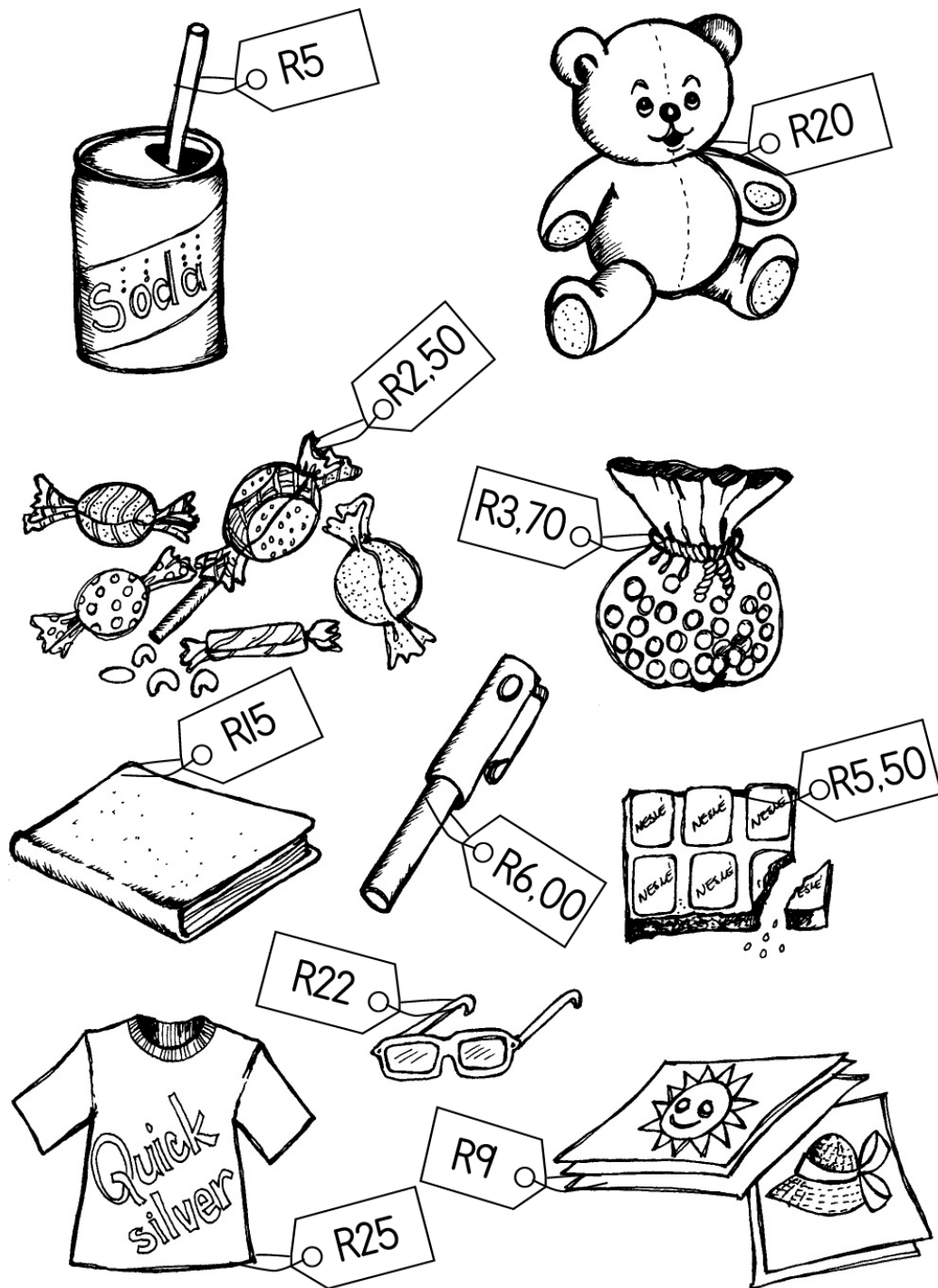


Figure 4.17



### 4.2.10 Assessment

|   |
|---|
| Learning Outcomes(LO's)   |
| EMSLO 1   |
| <b>THE ECONOMIC CYCLE</b> The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.   |
| We know this when the learner:  |
| 1.1 recognises the roles of members of the household as consumers (e.g. saving, buying);1.2 identifies different advertising media influencing needs and wants;1.3 identifies the value of the different units of money used to buy things;1.4 starts understanding that goods (e.g. clothes, food) and services (e.g. electricity) have a price;1.5 identifies ways in which income is earned through members of the household who are working (e.g. parents working, earning pocket money). |

Table 4.2

### 4.2.11 Memorandum:

This module deals with money and its importance. It may be a good idea to link the module to Mathematics, and learners should have ample opportunity to work with money and solve money-related word problems.

- Discuss why we need money. Learners must explain the importance of money in our every day lives. Help them to distinguish between products and services. Sometimes one needs money to buy a particular product, and sometimes one needs it to obtain a service.

**Task:** Draw pictures and write a sentence to illustrate everyday situations where money is used.

- Explain to the learners what a consumer is. They must understand the fact that we are all consumers in different ways. We all purchase different products and services. Even if we do not purchase a certain product/service ourselves, we may still use it. Being a consumer brings certain responsibilities. We must not let food go to waste, should use products sparingly and should recycle waste materials. What is one's responsibility when one consumes these products and services?
- Learners have now become aware of the necessity of money in our daily lives. We need it to purchase essential products and services. The question is: how do we get money? Learners do not always understand that money is earned and that parents have only a certain amount available. Perhaps learners think that their parents get money from the bank or the ATM. Explain to them that their parents have to work in order to earn a salary. Without money no products or services can be bought. Allow learners to explain how they earn money as a family, e.g. their parents that work, money they earn themselves through chores at home, or by receiving pocket money from their parents. Learners must also learn to use the money they earn responsibly
- Give each learner a little bag/purse of money' (it could be paper money). They must count the money in the purse and then decide which product(s) they would like to buy. They may of course decide to 'save' some of the money, but they may not exceed the given amount. They must stick these in the supermarket trolley on page 7.
- Explain to them the difference between products/services that we **need** and those we **want**. You need food, but you do not necessarily need shoes. Also discuss advertisements. Point out to them that businesses use advertisements to convince us that we really need something (even if we don't) so that we may buy their products. Let them bring examples of advertisements to class and let them explain why they would like to buy a particular advertised product.

- Let them play ‘shop’ in class. For this purpose they must have empty marked containers on a shelf, with a price list. They then ‘buy’ each other’s products. It could be fun to have a ‘bank’ where they could ‘draw’ money.

## 4.3 MARKET DAY<sup>3</sup>

### 4.3.1 LIFE SKILLS

#### 4.3.2 Grade 1

### 4.3.3 MONEY MONEY

#### 4.3.4 Module 6

### 4.3.5 MARKET DAY

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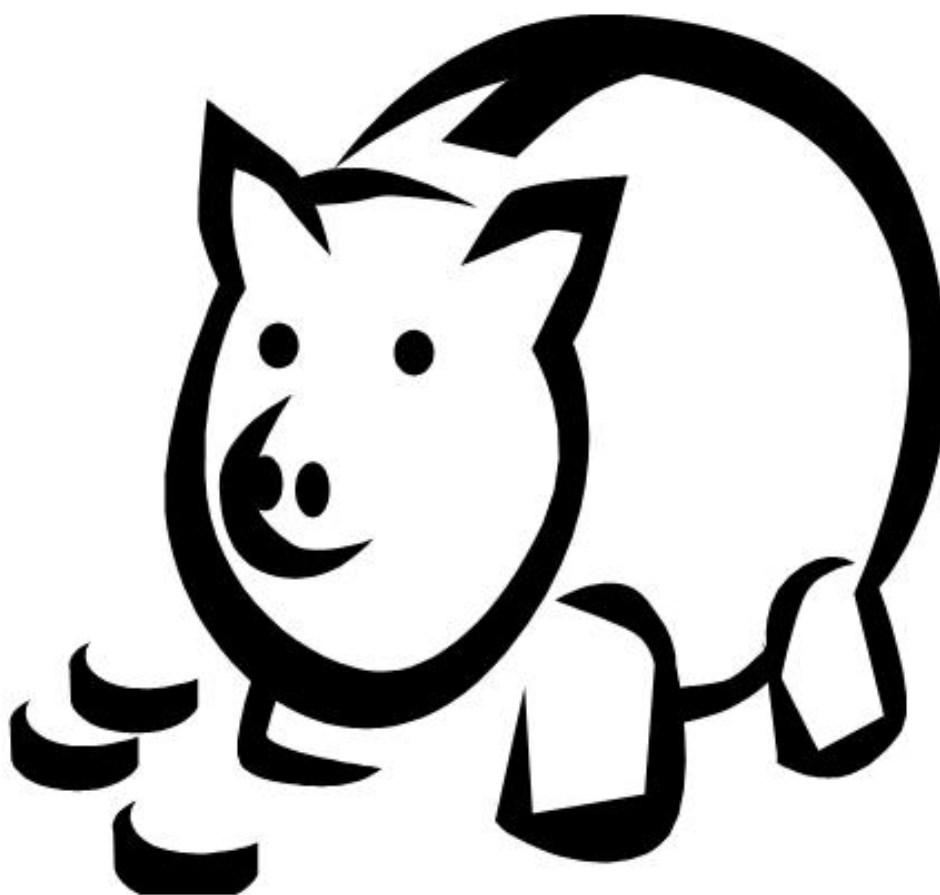


Figure 4.18

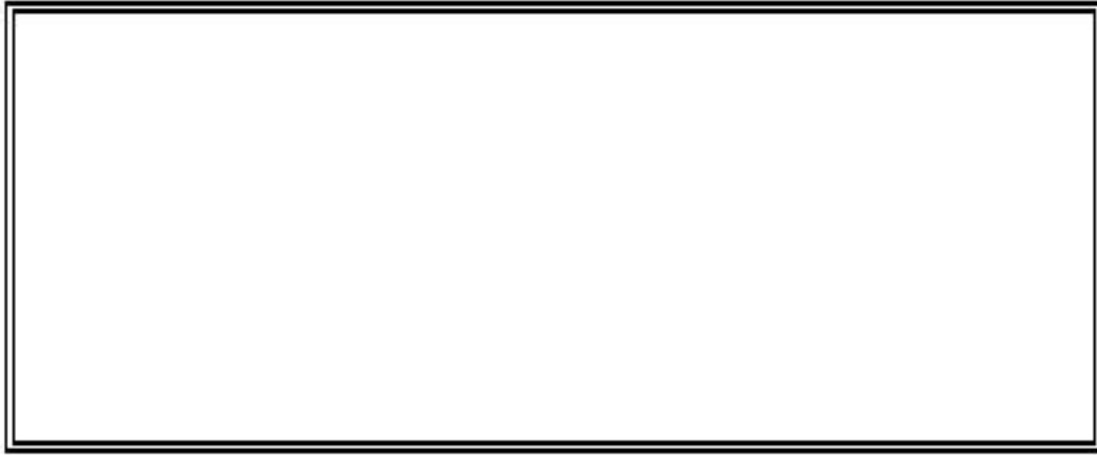
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<sup>3</sup>This content is available online at <<http://cnx.org/content/m26881/1.1/>>.

**4.3.6 Look at the advertisements on the promotion page (Your teacher will give you one).**

- Choose one.
- Tell the class what the reason for your choice is.

I chose this advertisement



**Figure 4.19**

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- I can explain how they tried to persuade me to buy this product. YES / NO
- Design a product that you would like to sell on Market Day.
- This is what my product will look like!

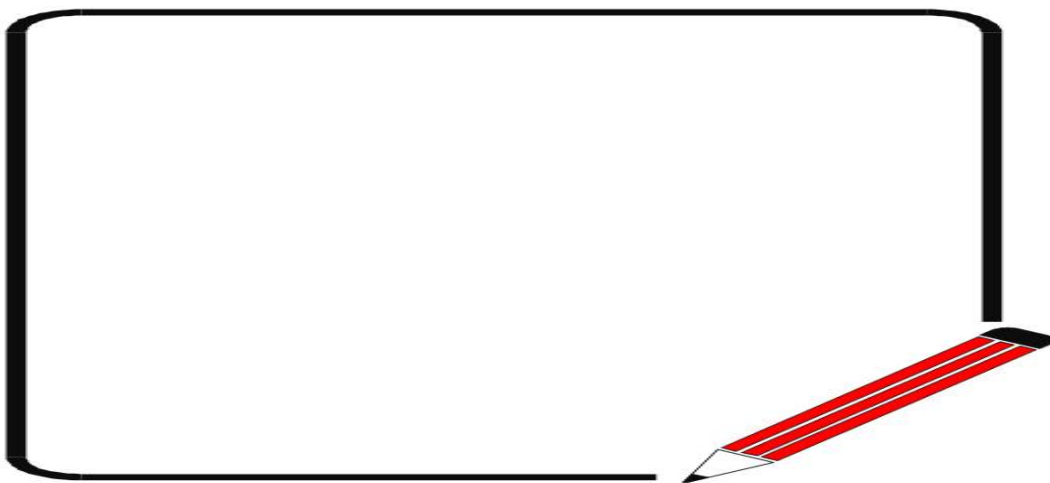


Figure 4.20

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Draw or write in the trolley down all the things you will need to make your product.

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Figure 4.21

- 
- Draw a picture of you and your friend selling products on Market Day.

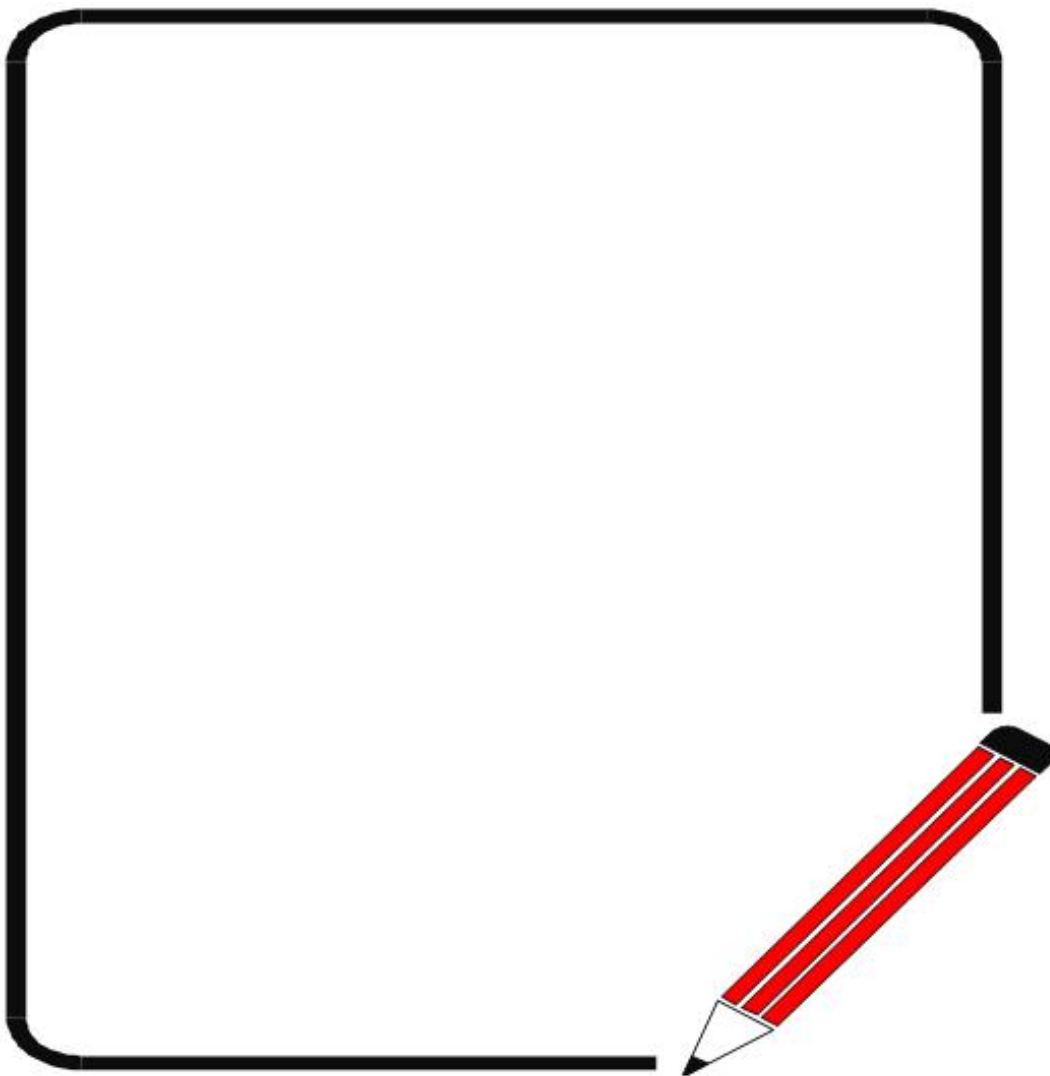


Figure 4.22

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#### 4.3.7 Assessment:

|   |
|---|
| Learning Outcomes(LO's)   |
| LO 2  |
| <b>SUSTAINABLE GROWTH AND DEVELOPMENT</b> The learner will be able to demonstrate an understanding of reconstruction, sustainable growth and development, and to reflect critically on its related processes. |
| We know this when the learner:  |
| 2.6 uses artistic skills (e.g. drawing, cutting, measuring, pasting) to design and produce environmentally friendly products that could be sold or exchanged in the community.                                |
| ARTS AND CULTURELO 1  |
| <b>CREATING, INTERPRETING AND PRESENTING</b> The learner will be able to create, interpret and present work in each of the art forms.   |
| We know this when the learner:  |
| 1.3 <b>Drama:</b> participates in simple dialogue and action sequences based on familiar experiences in own family or community.  |
| TECHNOLOGYLO 1  |
| <b>TECHNOLOGICAL PROCESSES AND SKILLS</b> The learner will be able to apply technological processes and skills ethically and responsibly, using appropriate information and communication technologies.       |
| We know this when the learner:  |
| 1.2 <b>Designs:</b> chooses suitable material or substances to make simple products to satisfy a given need;1.3 <b>Makes:</b> makes simple products from different materials.                                 |

Table 4.3

#### 4.3.8 Memorandum:

Occasions like Entrepreneurs Day or Market Day may be ideal to utilise, as learners get the opportunity to sell their own products and to work with money.

- Learners must design a product to sell on Market Day, e.g. cookies baked at home or decorated bags to put products in. They must first decide which materials they will need and then design / make a simple advertisement on page 11. This is an ideal opportunity to make them aware of expenditure, profit and loss.

Let the learners draw a shop-shelf with a variety of products on a A3 page.

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